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The Life and Work of Edwin Lewis Stephens.

Frank J. Patti

Louisiana State University and Agricultural & Mechanical College

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THE LIFE AND WORK OF EDWIN LEWIS STEPHENS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Education

in

The Department of Education

by

Frank J. Patti

B.A., Southeastern Louisiana College, 1950
M.Ed., Loyola University, New Orleans, 1953
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ABSTRACT

The study of the life and work of one who contributed significantly to the development of education is basic to finding the means for its further development.

Edwin Lewis Stephens had a leading role in the development of education in Louisiana, especially during the years of his presidency of Southwestern Louisiana Industrial Institute (presently the University of Southwestern Louisiana).

A wealth of materials has been available to the researcher. Included in these were the Archives of Louisiana State University Library, Baton Rouge, Louisiana; Archives of the Library of the University of Southwestern Louisiana, Lafayette, Louisiana; Biennial Reports of the General Assembly of the State of Louisiana; Minutes of the Board of Trustees of Southwestern Louisiana Institute and many newspaper articles and periodicals.

Since a number of leaders in Louisiana education who knew Stephens personally are still living, it was possible to obtain statements of recollection and estimates of his work from them.

The purpose of this study was to trace the life and work of Edwin Lewis Stephens who was born at the time that

Louisiana was nearing the end of the Civil War Reconstruction. Edwin L. Stephens began his elementary education during the period following Reconstruction when new legislative machinery was being provided for public schools. In the fall of 1889 he entered Louisiana State University and received his Bachelor of Arts degree in 1892. Stephens also received the Faculty Medal, an award given to the student obtaining the highest average during their junior and senior years in the University.

In the fall of 1896, Edwin L. Stephens was awarded the Helen Gould Scholarship in education at New York University and spent the years 1896 and 1897 obtaining the degree of Master of Pedagogy and the degree of Doctor of Pedagogy.

He made tremendous contributions to Louisiana education, not only as the first president of Southwestern Louisiana Industrial Institute, but also for his pioneer work in the organization of the Louisiana Public School Teachers' Association. He was also the editor of the State School Review, the official Journal of the Teachers' Association from 1906 to 1908.

Dr. Stephens was married July 14, 1902, to Miss Beverly Randolph, a member of the original faculty of Southwestern. Three daughters were born to this union: Beverly Randolph, Carolyn Parham, and Margaret Ritz-Randolph Stephens.

Stephens was elected the first President of Southwestern Louisiana Industrial Institute in Lafayette, Louisiana, on January 3, 1900. He served as President of Southwestern until 1938, thus marking the longest tenure in the presidency of any of the institutions of higher learning in Louisiana. He was then named President Emeritus. He died on November 5, 1938 at the age of sixty-five.

CHAPTER I

STEPHENS' EARLY LIFE

Ancestry and Early Life of Edwin Lewis Stephens.

Edwin L. Stephens was born at Stephens Mill, approximately ten miles from the city of Natchitoches, Louisiana, on the twenty-seventh of November, 1872. He was the son of Joseph Henry, and Isabella (Whitfield) Stephens.¹ Joseph Henry Stephens was the son of Joseph Green Stephens and Mary Vasocu Stephens. Mary Vasocu and her father were from Alsace-Lorraine.²

Joseph Green Stephens was born in Darlington District, South Carolina, and came to Louisiana when he was a young man with a party of pioneers exploring the pine forests for lumber. He later built a mill of his own. The parents of Edwin Lewis Stephens were married on May 7, 1871, and lived at the mill place in the pine forest until 1878, when they moved to Natchitoches. In

¹Alcee Fortier, Louisiana: Comprising Sketches of Counties, Towns, Events, Institutions, and Persons, arranged in Cyclopedic Form (New Orleans: Century Historical Association, 1914), III, p. 417.

²Margaret Stephens Jochem, "The Life Story of Edwin Lewis Stephens," The Southwestern Louisiana Journal, Vol. III (1960), 1.

Natchitoches he established a general mercantile business and remained there for four years. From Natchitoches he moved his business to Provencal, which was some twelve miles from Natchitoches, located on the Texas and Pacific Railroad. Provencal became the nearest connecting point for citizens of Natchitoches using the railroad. This inconvenience existed because the railroad officials failed to secure sufficient support from the merchants and business men of Natchitoches to allow the railroad to pass through Natchitoches.³

Commenting on the argument between the Natchitoches Board of Trade and the Texas and Pacific Railroad regarding the location of the railroad track, Stephens said, "Because the shortsighted and pig-headed Natchitoches Board of Trade refused to raise a bonus for the Texas and Pacific Railway in 1882, that equally myopic and pigocephalous corporation ran its rusty rails twelve miles west of town. So, to get the blessings of railroad civilization, we moved to Provencal, a thriving agricultural, manufacturing and railroad center, having a sawmill, store and post office, besides the station, water tank and section house."⁴

During the next twenty years Edwin Stephens lived

³Ibid., p. 3.

⁴E. L. Stephens, "A true Vacation Story", Memorabilia, Volume III, Louisiana State University Library, Baton Rouge, Louisiana. •

in Stephens Mill, 1872-1878; Natchitoches, 1878-1882; and Provencal, 1882-1892. He was to move several more times during his life time.

Mrs. Isabella Carolina Whitfield, mother of Edwin L. Stephens, was the daughter of George Washington Whitfield and Mary Johnson Whitfield. George was born in Wayne County, North Carolina. Leaving there about 1835, he settled first in Mississippi near Clinton, later in Arkansas near the Louisiana border and finally in Natchitoches, Louisiana. He purchased a farm at Spanish Lake.⁵

Early Years. It was at Stephens Mill that young Edwin first came into contact with reading and writing. Although there were no schools at the mill, Edwin learned the alphabet from a neighbor, Mrs. Bounds. The procedure used was a sort of game of picking out the large initial letters in various chapters of the Bible.⁶ The next step was to read, which Edwin learned quickly. At the age of five he could recite Patrick Henry's speech.⁷

When the family moved to Natchitoches, Edwin went to the "Grandpa Jack" school.⁸ Mr. William C. Jack, was

⁵J. L. Fletcher, "E. L. Stephens", The Boardman, May, 1951, p. 28.

⁶Jochem, op. cit., p. 3.

⁷Loc. cit.

⁸Mrs. Ora Michael Childress, Edwin Lewis Stephens: Scholar and Educator (unpublished thesis, 1939), p. 5.

actually Grandpa Jack, who was the father of Edwin's uncle by marriage. He was the father of William J. Jack, who at one time served as State Superintendent of Education, the grandfather of George Whitfield Jack, United States District Judge at Shreveport, and grandfather of Mrs. John H. Overton of Alexandria.⁹

Grandpa Jack's school counted among its alumni Sam Scruggs, Payne Wamsley, Nonie Wamsley, Claude Metoyer, Clarence Pierson, Louis Davion, Charlie Powell, Lilly Tesier, Tootsy Buist, and Simcoe Wamsley.¹⁰

At Grandpa Jack's, Edwin's first studies included McGuffey's Fourth Reader, arithmetic, and geography. Several years later Butler's Grammar came into the picture. During the last year in school attendance at Natchitoches, Edwin attended a school on Amulet Street.¹¹ This school was taught by Mrs. Annie McWillie Crain. At this school the study of Smith's Grammar stands out because of special emphasis being placed on parsing. An example of how to parse the sentence, John struck James on the Head, would have each pupil to sound off as follows:

⁹Florence Kennedy, "Edwin Lewis Stephen's' Influence on Education" (unpublished research paper, 1953, Lafayette, Louisiana), p. 2.

¹⁰Childress, op. cit., p. 5.

¹¹Ibid., p. 1.

John is a noun, it's a name; 's a proper noun, 's a proper name; singular number, referring to one person, it's in the masculine gender, name of a male; third person, spoken of; 's in the nominative case, subject of the verb struck.

Struck is a verb, it describes an action; 's a transitive verb, having an object; indicative mood, declarative, past tense, referring to an action in past time; singular number, referring to one person, John; active voice, acting upon; and is predicate of the subject, John.

James is a noun, 's a proper noun, 's a proper name; singular number, referring to one person; 's in the masculine gender, name of a male; third person, spoken of; in the objective case, object of the verb struck.

On the head is a prepositional phrase modifying the verb struck.

On is a preposition governing the noun head.

The is a definite article, modifying the noun head.

Head is a noun, 's a name; 's a common noun, 's a common name; singular number, referring to a single thing; neuter gender, neither male nor female; third person, spoken of; objective case, object of the preposition of.¹²

Stephens entered the private school of Mrs. Annie McWillie Crain in 1881, but the following year the Stephens family moved to Provencal. After moving to Provencal, Joseph Green Stephens joined in partnership with Thomas Gregory in a general mercantile and lumber business; and, as a result, they became the chief founders and developers of the town. A few years later Provencal was incorporated, and Joseph Henry became its first Mayor. Stephens attended a one-room rural school in Provencal under the leadership of Professor

¹²Southwestern Louisiana Journal, Volume III, 1960, p. 5.

Ball.¹³

This school was typical of the single-room school house that were found throughout the area in those days. Not much is known about what he studied at this school, but it is known that Edwin had to walk about two miles to and from school each day. Of these walks, Edwin states that he remembers with pleasure the long walks through the pine and oak woods and the daily "going in washing" (for the boys) in Provencal creek.

From 1883 to 1888, Edwin L. Stephens attended Keachi College at Keachi, Louisiana, about twenty-five miles from Shreveport in De Soto Parish. This school was financed and operated by the Baptists.¹⁴ His principal teacher at this college was James F. Greer, a graduate of Centre College at Danville, Kentucky.¹⁵ In a letter to his youngest daughter, Margaret, he stated, "These years at Keachi were an interesting and fascinating experience in the early formative years of my life. In that faculty were able teachers and scholars."

Edwin was very fond of James F. Greer, because he said of him, "In the dining hall, I sat next to Mr. Greer

¹³E. L. Stephens, "Chronology," Memorabilia, Volume III, Louisiana State University Library, Baton Rouge, Louisiana.

¹⁴Childress, op. cit., p. 8.

¹⁵The Boardman, May, 1951, op. cit., p. 29.

at the table and enjoyed his conversation, sometimes in easy German, often quoting classic passages from Mark Twain and Dickens, especially from David Copperfield."¹⁶

The President of the college was T. N. Coleman, a Baptist minister from Alabama. The faculty, in addition to James F. Greer, consisted of James Elbert Wright, John Hunt Buckner, Miss Annie Claggett and Miss Pennie Cummings.

As a member of the Keachi College faculty, T. C. Strickland was another who made a mark on Edwin Stephens' young life. Strickland was a skilled penman and teacher of accounting, who, by reason of the practical value of his work, was able to help students secure employment upon graduation. For this reason his department was one of the most popular in school. Stephens entered the Strickland course and as a result made an acquaintance with Lucius G. Spencer, a successful business school operator in New Orleans. In his last course under Strickland, Stephens received a diploma.¹⁷

As a result of a schism in the Baptist Church, there resulted two Keachi Colleges in the same place at the same time. The reason for two different spellings of

¹⁶Loc. cit.

¹⁷E. L. Stephens, "Sketch of My Career," Memorabilia, Volume III, Louisiana State University Library, Baton Rouge, Louisiana.

OK

the Colleges was that one took its name from the town which earlier used the spelling Keachi -- and later changed to Keatchie as it now is spelled. The school that Stephens attended was Keachi College. As soon as the schism occurred, Mr. Coleman rushed to Mansfield and had his institution correctly chartered. The other college, which was called the "Fraction," was named the Keatchie Male and Female College.¹⁸

The schism in the Baptist Church caused Keachi College to be moved to Nacogdoches, Texas, in the fall of 1888, and Stephens followed the college there for further studies. During the first month of school, he was stricken with typhoid fever and had to return to his home.¹⁹

Stephens Becomes Interested in Telegraphy. Stephens developed a friendly relationship with John C. Trichel, Jr., who was the agent of the railway station of Provencal. As a result of this relationship he became very interested in telegraphy. In the summer of 1888, he obtained his first job, that of night telegraph operator for Provencal at a salary of fifty dollars a month.

Stephens continued to work for the railroad during

¹⁸Southwestern Louisiana Journal, Volume III, op. cit., 1960, p. 6.

¹⁹Kennedy, op. cit., p. 2.

the summer months and eventually mastered the art of telegraphy. An interesting observation is the fact that, as a result of his association with the Texas and Pacific Railroad, and the Iowa Central Railroad, he became eligible, later, for the Helen Gould Scholarship, which helped him toward receiving his Doctor of Pedagogy Degree.²⁰

In 1889, Stephens was given a position as telegraph operator on the Iowa Central Railroad by J. H. Redmon, Superintendent. Since Redmon had previously been superintendent of the Texas and Pacific Railway, he was able to secure for Stephens a pass from St. Louis to Marshalltown, Iowa. Stephens reached Marshalltown on April 8, 1889. He received thirty-five dollars per month at Marshalltown. He was devoted to his father and mother and wrote to them frequently and at regular intervals. For example, upon his arrival in Marshalltown, he immediately wrote to his parents. From the contents of his letter it is very evident that he went into every detail in describing everything that happened to him from day to day. The following is part of this letter:²¹

As you can see I am in the city of Marshalltown, Iowa. Wrote you last night from St. Louis. Left

²⁰Loc. cit.

²¹Letter from Edwin L. Stephens to his Parents, April 8, 1889, Marshalltown, Iowa, Memorabilia, Volume III, Louisiana State University Library, Baton Rouge, Louisiana.

there as soon as I posted your letter on Pullman car through to Marshalltown. Arrived here at 10:15 this a.m. You needn't think I didn't sleep well last night. It was first time I had undressed since I left home. Slept all night long . . . It's a good thing I didn't come here to get rich for the best kind of men here are getting thirty or thirty-five dollars per month. The only place Mr. Redmon can consistently open for me now is in Killduff, sixty miles from here on a branch of the road which has one train per day each way mixed-freight and passenger-and pass the agent which important man I am to be, twenty-five dollars per month . . . Its not particularly cold today, can wear overcoat without being too warm though. Liked my trip ever so much--very pleasant--saw heap of elegant scenes had never seen before, but kept my mouth as close as possible to keep from publishing my ignorance. . . . Little Rock nice place, I walked over a great part of the town. Saw the State Capitol--fell in love with Little Rock Post Office building. Saw Iron Mountain and highest kind of rocky hills. The country between Little Rock and St. Louis is very hilly and terribly rocky. . . . Love to all at home and regards to friends. Will write you long letter when I get fixed. Mr. Redmon introduced me as Mr. Stephens--his adopted Son. Told Mrs. Redmon I was their charge, etc.

It is evident that Dr. Stephens went into every detail in explaining to his parents what he did. His correspondence was frequent, and in each case he had some news to tell his parents. He was, no doubt, very close to his parents and was devoted to them in every way, because his correspondence shows that he spelled everything out. After remaining in Marshalltown several days, Stephens was sent out to be relief agent at Kilduff, which was about sixty miles from Marshalltown. His salary at this time was twenty dollars per month. His next job was at Gilman, Iowa. This assignment was considered a man-sized job, and Stephens

said that he had to extend himself considerably in order to hold it. His salary at Gilman was sixty dollars per month, but he was more than happy when he was transferred to Albia as a day operator for forty dollars a month. From Albia, Stephens was transferred to Hendrick, Iowa, and from there back to Marshalltown.²²

During the six months that Edwin served as supply agent and telegraph operator at various points in the state of Iowa, he became very fond of the many fine people that he met. Throughout all the places that he visited in the Mid-west, Stephens was received with utmost hospitality and became very fond of them.²³ In a letter dated April 27, 1889, from Killduff, Iowa, addressed to his mother and father, Edwin described conditions in this town and how he felt as follows:

"Here it is freezing even while the sun shines. The wind is whistling around this depot and feels like it would take us off every minute. Wind is very common up here. We never have any such wind at home. If it wasn't so dry I would think it would snow. It is cloudy but too cold to rain. Everything is lovely. Am satisfied here now."

Edwin certainly enjoyed his work and the people he worked with. Dr. Joel L. Fletcher, in writing about Stephens

²²Jochem, op. cit., pp. 6-7.

²³Fletcher, op. cit., p. 30.

in the May, 1951, issue of The Boardman, says, "An old friend of the Stephens family, the railroad superintendent, spoke in highest terms of his service and the warmth with which Edwin was received by his fellow employees and the patrons alike. In fact, he stated that this boy was so charming and intelligent and so pleasant to work with that the superintendent's only fear was that the railroad folks with whom he worked and the farmers whose produce he shipped would spoil him."²⁴

Joseph Henry Stephens Advises Edwin to Return to School. Although Edwin Stephens was becoming more and more attached to his work as a telegrapher, his parents had other plans. As Dr. Stephens stated it later in a letter to his daughter, Margaret, "It was so kind of thrilling to feel the sense of participation in this important phase of railroad work that I was becoming fascinated with it, and without the wise counsel of my father, I might have remained in railroading indefinitely."²⁵ However, toward the end of September, 1889, Edwin's father wrote him to come home in order to enter the State University at Baton Rouge, Louisiana.²⁶

²⁴Loc. cit.

²⁵Southwestern Louisiana Journal, Volume III, (1960) op. cit., p. 7.

²⁶Florent Hardy, Jr.; A Brief History of the University of Southwestern Louisiana, 1900-1960 (Unpublished Paper, May, 1969), p. 25.

His mother also advised that no amount of success could compensate for the loss of an opportunity to get an education.²⁷ Before leaving for Baton Rouge, however, Stephens met the President of the State Normal School at Natchitoches, Thomas D. Boyd.²⁸ Since President Boyd had been a Professor at the University for many years, he was consequently well acquainted with the school and with those in charge. Boyd gave Stephens a letter of introduction to Colonel Nicholson, who at that time was president at Louisiana State University.²⁹ In addition, he also advised Stephens concerning his studies.

When Stephens arrived at Louisiana State University he approached Colonel Nicholson. The Colonel looked after his night's lodging, but the next morning as Stephens said, "The whole swarm took charge of me and yelled 'Hello Freshy' and all such foolishness. Several came up and shook hands with me and said they were glad to see me. That didn't bother me a bit. I had had long experience in that business at Keachi. So they were set back considerably by my not getting rattled, as new fellows always do. So

²⁷E. L. Stephens, "Sketch of my Career", Memorabilia, Volume III, Louisiana State University Library, Baton Rouge, Louisiana.

²⁸Loc. cit.

²⁹Catalog of the Louisiana State University and Agricultural and Mechanical College (Baton Rouge), 1888-1889.

they let me alone."³⁰

Stephens roomed in number nine, B building at the barracks. His roommates were C. K. Thomson, Freshy Schwing, and Tom Atkinson. Thomson gave him some good advice about getting started. Prior to registering, Stephens, because of advice he had received, made all of his necessary purchases. He deposited seventy-five dollars with Mr. Skolfield, Treasurer. With seven dollars he bought books, and he wrote his parents that he had not, "spent any foolishly either."³¹ Writing freshman experiences, Stephens said, "I expected to be smothered that night, but they just simply can't monkey around nights under the new West Point discipline." Lieutenant McCain was in charge. Continuing his letter to his parents, he said, "There are four, large two-story brick buildings for the cadets quarters. They are in the relative position to each other as the sides of a pentagon. It was placed in B Company because I had already made arrangements to stay in B Building. They say I drill well for a Freshy. . . . The cadets fall in rank according to height, and I am in the first rank.

³⁰Childress, op. cit., p. 10.

³¹E. L. Stephens, "Sketch of My Career", Memorabilia, Volume III, Louisiana State University Library, Baton Rouge, Louisiana.

"Hours are from 5:45 a.m. 'at reveille' to 6:00 when the bugle blows 'fall in,'--At 6:45 surgeon's call is sounded, and all the sick and wounded cadets report to the hospital and are examined, and if they are sick enough, they are excused from academic duty, but they get zero in their classes just the same as if they were absent from negligence . . . At seven o'clock, 'inspection' is blown, and the captain of each company inspects each room in his company's building, and if everything isn't straight--room swept, beds made up, bowl clean and inverted and everything 'to the Queen's taste', the orderly is responsible. At 8 o'clock is breakfast. Roll is called for each meal, and we are marched back the same way. . . . Nine o'clock is school. Each cadet must have his shoes shined nicely, and after chapel, we go to recitations. Five periods of one hour each then follow, and dinner comes just exactly as school closes, at two o'clock. Then at four o'clock we are drilled until five o'clock. Then we get coal and water for our rooms. Six o'clock supper; seven o'clock, call to quarters; nine-thirty, everybody goes down and answers roll call again; and then Taps at ten o'clock. Every private must be in bed at Taps . . . Officers may sit up longer if they wish.

Writing to his parents, Stephens said: "Changing schools is just like starting over again. My English was

neglected at Keachi. I was unable to enter Freshman English here, but since I stood well enough in my other classes, they gave me the privilege of going ahead and making up English privately. English is the hardest subject taught here. . . . On arriving here I found that Louis Stevens had received a letter from Professor Boyd introducing me to Colonel Nicholson. He introduced me as the son of Mr. Henry Stephens, a very influential citizen of Provencal."³²

Upon applying for admission to Louisiana State University, Stephens was advised that although his preparatory studies at Keachi College had been somewhat irregular, he could, on the basis of what had been taken there, apply for advanced standing in the University. As a result, after an examination, he was admitted to the sophomore class in the classical or literary course. These courses included Latin, Greek, French, science and mathematics.

Professor William H. Magruder, a graduate of Randolph Macon, had a great influence on Stephens in forming an ambition for scholarship. Professor Magruder taught English and Latin.

There is no doubt that Stephens remembered Professor Magruder because, as Dean C. A. Ives states in an interview

³²E. L. Stephens, Letter to Mr. and Mrs. J. H. Stephens at Provencal, Louisiana, November 9, 1889, Memorabilia, Volume III, Louisiana State University Library, Baton Rouge, Louisiana.

with Mrs. Childress, author of Edwin Lewis Stephens, Scholar and Educator, "This severe English teacher of the old type not only scolded the students for not studying any better but actually threatened to report them for demerits to the commandant."³³

Speaking of Professor Magruder, who followed T. D. Boyd in the chair of English, Stephens said, "He was a devoted and efficient scholar and teacher of the English language and Literature."³⁴ As Stephens said in later life, "His characteristics were precision, thoroughness, and persistent industry. I owe to him an appreciation of Shakespeare, Milton, and Virgil, that have been a keen intellectual interest through life."³⁵

Other teachers at Louisiana State University that Stephens spoke highly of were Charles Chollet, Professor of Greek and French from Switzerland; President James W. Nicholson, Professor of Mathematics; William H. Goodale, Teacher of Psychology and Ethics; Benjamin B. Ross, Professor of Chemistry; and Arthur T. Prescott, Professor of Science and later of Political Science.

³³Childress, op. cit., p. 14.

³⁴E. L. Stephens, "Education in Louisiana in the Closing Decades of the Nineteenth Century", Louisiana Historical Quarterly (Baton Rouge, 1933) XVI, p. 38.

³⁵Loc. cit.

Charles Chollet, Stephens said, was most interesting. He was a descendent of that Charles Chollet whose name appears on the rock of Lucerne, where Thorvaldsen carved the Lion, among the list of those martyrs of the Swiss Guard who gave up their lives for Louis XVI when the mob forced their way into the palace at the Tuilleries on August 10, 1792.³⁶

Colonel Nicholson was an inspiring teacher in Stephen's life at Louisiana State University and in addition was an interesting raconteur and able orator. Stephens spoke highly of Colonel Nicholson's memorial address delivered in the House of Representatives at the State Capitol on the day of the funeral of Jefferson Davis.³⁷

During the three years spent at Louisiana State University, Edwin came into contact with boys from all over the State of Louisiana. These same young men later became leaders of Louisiana and had a direct bearing on the future success of Edwin Stephens. In fact, Stephens was quoted as saying, ". . . I owe nearly as much to my associations

³⁶Southwestern Louisiana Journal, Volume IV, January, 1960, p. 9.

³⁷Speech Delivered in Louisiana House of Representatives for Jefferson Davis by Colonel Nicholson, Concurrent Resolution No. 5, Regular Session, 1890, p. 5.

with fellow students as I do to the studying I was able to do at the school."³⁸

Letters written by Stephens to his parents while in college illustrate how thoughtful he was about them. He said of his family, "I have a kind, loving and indulgent father, the sweetest mother in the world, and loving, noisy, fussy brothers and sisters."³⁹

Although the Stephens family was not a wealthy one, Edwin Stephens felt very deeply about his family ties because on his twenty-fourth birthday he wrote: "My birthday has been a glorious success. I was never so glad to be living as I feel today. I feel rich . . . Any fellow is rich who can receive four letters from home in one day. . . So I'm Rich! You didn't know there were any rich people in the family, did you? I'm liberal, too, and don't mind dividing. So I hereby divide up--and give each one of you a large share of my wealth, which is love."⁴⁰

In the summer of 1890, Stephens was once again employed by the railroad. He was a night operator at Baton Rouge Junction (now called Addis). While he was working

³⁸ Southwestern Louisiana Journal, Volume IV, January, 1960, op. cit., p. 11.

³⁹ Tanner, op. cit., p. 10.

⁴⁰ Ibid., pp. 10-11.

here he became acquainted with Calvin Schwing and together they would spend many hours fishing at Brusle Landing. Later during this same summer, Stephens became a day operator at Alexandria, Louisiana. While he was in Alexandria, he stayed at the home of Shirley Staples. In both locations he seemed to have enjoyed his work and the many social pleasures that were available to him.

Edwin was an apt student in all of the subjects that he enrolled in because at the end of his third year at Louisiana State University, January 4, 1892, he was graduated with the Degree of Bachelor of Arts. In addition, he received the award of the Faculty Medal given to that member of the graduating class whose academic rank was highest during the Junior and Senior years.⁴¹ The qualifications for this honor read as follows: "The Faculty Medal, founded by the faculty of the Institution, is awarded to that member of the Senior Class who shall make ninety percent in every study of the Junior and Senior years, and shall have the highest average standing of the class to which he belongs during those two years."⁴²

⁴¹Rodney Cline, Builders of Louisiana Education, (Baton Rouge: Bureau of Educational Materials and Research, College of Education, Louisiana State University, 1963), p. 26.

⁴²Catalogue of the Louisiana State University and Agricultural and Mechanical College, Baton Rouge, Louisiana, 1892-93, p. 43.

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Stephens also distinguished himself in military tactics. He completed his military studies with a final grade of 97.89 percent.⁴³ In E. S. Benton's scrapbook which is located in the museum of the Louisiana State University, there appears a photograph of cadet Stephens with the following inscription: "Cadet Edwin L. Stephens of Natchitoches Parish, Senior Class, Adjutant corps of Cadets."⁴⁴ He wasted no time in working up through the ranks, militarily speaking, because in his first year in school, he had been a private, Sergeant Major of the battalion in the second year, and in his final year, a First Lieutenant.⁴⁵

Stephens was one of the three members of the corps of cadets to be recommended to the War Department for appointment as Second Lieutenant in the Army from civil life. This honor in itself was a mark of extraordinary prowess in the military training offered at Louisiana State University. In addition, he was also one of the five members

⁴³Sessional Report of Classes, Louisiana State University and Agricultural and Mechanical College, 1889-1892.

⁴⁴E. S. Benton's Scrapbook, Louisiana State University Library, Baton Rouge, Louisiana.

⁴⁵Catalogue of the Louisiana State University and Agricultural and Mechanical College, Baton Rouge, Louisiana, 1892-93, p. 52.

of the class to be appointed by Governor Foster, of Louisiana, as "major and aide-de-camp" on his staff.⁴⁶

Colonel A. T. Prescott, Professor of Natural History at Louisiana State University, said that "as a student Stephens avoided 'get by courses' and devoted himself assiduously to the time-honored classics. He was an omnivorous reader with a remarkable memory."⁴⁷

Stephens passed the teachers' examination for a first grade certificate. This examination was given in the summer of 1891, in Natchitoches Parish by the Superintendent of Schools, Samuel J. Henry. One of the questions asked of Stephens was, "What is the opening sentence of Shakespeare's King Richard the Third?"⁴⁸ Upon completion of the examination, Stephens was employed in a three months' public summer school at Provencal.⁴⁹

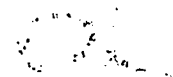
Stephens was principal of the summer public school at Provencal in the summer of 1892, and remained there until the close of its summer session. At the end of the

⁴⁶The Southwestern Louisiana Journal, Volume IV, January, 1960, p. 11.

⁴⁷Childress, op. cit., p. 17.

⁴⁸E. S. Stephens, Louisiana Historical Quarterly, 1933, XVI, op. cit., p. 42.

⁴⁹Southwestern Louisiana Journal, Volume IV, January, 1960, p. 11.



summer he began to look about for some type of employment for the coming year. Because he did not have the necessary finances, it was impossible for him to take graduate work which he had hoped to do at Johns Hopkins University. This disappointment was a severe one, because he really wanted to pursue his graduate studies. During this time in his life, as Stephens was searching for what he really wanted to do, he filed an application with the Superintendent of telegraphy at Dallas, Texas, for a railroad position. He also dallied with the idea of studying law. However, he always seemed to revert to the teaching field because as he said, "It would be in line with my main object and it afforded more time to study."⁵⁰

In an attempt to find employment, Stephens called upon and solicited the assistance of Colonel Thomas D. Boyd, President of the State Normal School at Natchitoches, Louisiana, for a teaching position in one of the public schools of the state. Colonel Boyd promised to help Stephens. He also told him that only a week before he had helped fill a vacancy for the principalship of Mt. Zion Academy in Grant Parish by recommending Tom Harris, who had accepted the job. However, before Stephens could get out of sight of Colonel Boyd, he was called back and offered

⁵⁰Southwestern Louisiana Journal, Volume IV, January, 1960, p. 11.

a year's teaching on the faculty of the Normal School in Latin and Science, pending the approval of the Board of Trustees, with the stipulation that he spend the summer at the National Summer School of Methods at Glen Falls, New York.

On July 20, 1892, President Boyd wrote Stephens the following letter:

I now make you the following offer, I will recommend you to the Board for the position of teacher of Science, Latin, and Telegraphy in the Normal at a salary of one thousand dollars per annum beginning October 1, 1892, provided you leave for the North Summer School at Glens Falls, New York, near Saratoga, at once, to take a course in General Pedagogy and methods of teaching Latin and the Sciences, and there to ascertain where you take a more extended course in August and September. By leaving home at once, you can reach Glens Falls on Monday next. There are many places in that section of the country where you can take a summer course under excellent instructors.

We should expect you to teach Physiology, Zoology, Botany, Chemistry, Physics, Latin, and Telegraphy, and your time would be fully occupied about six hours a day. I think you will find Dr. Harper's Inductive Course in Latin excellent for beginners.

I could make you no definite offer before, because my offer is based on your taking the summer course. If you are willing to incur that expense and risk the failure of my recommendation, go, as you will lose nothing by the trip, and it will be too late to begin your summer course after the Board meets.

I shall leave copies of King's textbooks at the Provencal depot for you this P. M. as I pass on my way to Ruston.⁵¹

⁵¹Letter from President Thomas D. Boyd to Edwin L. Stephens dated July 20, 1892, Stephens Papers, Louisiana State University Library, Baton Rouge, Louisiana.

Stephens accepted the offer and with a guaranteed salary of \$1,000, he hurried away to Glens Falls, New York.⁵² This was the beginning of advanced study for Stephens. His instructors at Glens Falls were all leaders in their field.

In a letter dated August 7, 1892, from Glens Falls, his opinion of the school and the surrounding area were expressed as follows:⁵³

"Since writing you last, I've been passing the time most enjoyably. The school work has been most interesting, all the beauties and scenery and places of interest in the surroundings of Glens Falls, Lake George, Saratoga Springs, Fort Edwards, the Corrage where General Grant died on Mount McGregor, Glen Lake, Glens Falls Tomorrow, we all take an excursion through Lake George and Lake Champlain, Ticonderoga. . . and other beautiful places. . . . It will certainly be a lovely trip and the pleasure of my whole trip has been flourishing."

Stephens spoke highly of the people of Glens Falls and said that they were just as kind, sociable, and hospitable as they could be. While he was at Glens Falls,

⁵²Edwin L. Stephens, "Sketch of my Caréer," Memorabilia, Volume III, Louisiana State University Library, Baton Rouge, Louisiana.

⁵³Letter from Edwin L. Stephens to his Parents dated August 7, 1892, Glens Falls, New York. Stephens Papers, Louisiana State University Library, Baton Rouge, Louisiana.

Stephens heard lectures from Dr. Emerson E. White, Superintendent of Schools of Cincinnati and the author of books on psychology and pedagogy that were used in the normal schools of that time. Other teachers that Stephens found inspiring and courses they taught him were; Superintendent W. J. Ballard of Jamaica, Long Island, fifteen sets of exercises in gymnastics; Henry L. Southwick of the Emerson School of Oratory, Boston, Massachusetts, fifteen lessons in Reading and Elocution; Henry R. Russell of Millville, Pennsylvania, training in Physics and Chemistry; Austin C. Apgar, Professor of the New Jersey State Normal School, five lectures in Natural History and fifteen each in Botany and Zoology; Principal Wilbur F. Goody, of North School, Hartford, Connecticut; seven lectures in History; Professor Henry Turner Bailey, State Art Director of Massachusetts, Instructor in Drawing Method; Miss Sarah L. Arnold, Supervisor of Primary School, Minneapolis, Minnesota, fifteen lectures on Methods and Primary work; R. C. Metcalf, Supervisor of Schools, Boston, Massachusetts, who gave lessons in Arithmetic, setting forth the "Grube method"; Dr. Thomas Hume of the University of North Carolina, fifteen lessons in English Literature; Charles F. King of Dearborn School, Boston, Massachusetts; and George I. Aldrich who gave eight

lectures on Methods of Geography.⁵⁴

Stephens made the following observation about his stay at Glens Falls, regarding summer school: "It was not possible for me to absorb more than a small portion of the meaning and value of this splendid exposition and illumination of my prospective profession. I think I was inspired most by Dr. Hume's lectures on Shakespeare and aided most in a practical way by Henry Russell's methods of making hand made apparatus for Physics. I enjoyed the trip, took some excursions, formed pleasant acquaintances and came back to Natchitoches, stepping high and full of enthusiasm."⁵⁵

Stephens also had the opportunity to visit some of his relatives while he was in the East. They lived in Timmons ville, South Carolina. He visited the home of his great-aunt, Mrs. Kate Lewis, sister of his grandfather, Joseph G. Stephens. In a letter dated August 3, 1892, Stephens speaks about his stay in Timmons ville and his relatives as follows:

I arrived here last Thursday with the intentions of staying only a day or two, but the folks wouldn't hear

⁵⁴E. L. Stephens, "Sketch of my Career," Memorabilia, Volume III, Louisiana State University Library, Baton Rouge, Louisiana.

⁵⁵Letter from Stephens to his Parents while he was in Timmons ville, South Carolina, dated August 31, 1892, pp. 2-3. Stephens Papers, Louisiana State University Library, Baton Rouge, Louisiana.

to any such scheme, and be dog-gone if I could leave inside of a week. If I were not so determined to get home a short time before October first, I wouldn't leave in a week. They want me to stay a month. They are giving me the royal entertainment. Walter and Lonnie are fine fellows and Cousin Kate just as smart as she can be. Aunt Kate ("Aunt Catty") is just as good as she can be, and in fact everything is lovely. . . . Just while I'm writing, Aunt Kate is telling me I'd better postpone my trip and stay here another week. Cousin Kate is insisting and I'm trying my best to find some good excuse to stay.⁵⁶

⁵⁶Loc. cit.

CHAPTER II

EDWIN LEWIS STEPHENS AS A TEACHER (1892-1899)

State Normal College. Stephens returned in time for the opening of the session of 1892-1893 to Natchitoches where he was to experience his first year as a teacher. The first year Stephens taught at the Normal School, he boarded in the Boyd home, where he came to feel as if he were a member of the family. He was helped very much during his first year of teaching in the Normal School through association with other members of the faculty -- including Robert Lewis Himes, Mrs. Lizzie Carter McVoy, Miss Agnes Morris, Alby L. Smith, Miss Bessie Russell, and Mademoiselle Laure Tausin. Stephens said that the inspiring leadership of Mr. Boyd was felt by everyone in both faculty and student body. He said everyone wanted to do well seemingly because he wished it.

Mrs. Lizzie Carter McVoy, in commenting about the new addition to the faculty, was quoted as saying: "He had had no experience but he was a fellow that always took on culture."¹ Edwin Stephens was very fond of Thomas D.

¹Childress, op. cit., p. 22.

Boyd. He expressed his feelings about Boyd in a letter to his parents at Provencal, dated October 7, 1892, when he said, "Honestly and without Exaggeration, I would rather be where I might converse with Mr. Boyd--just to sit and listen--than to spend another year at the University . . . He is the most thoroughly smart, learned, moral, able, good, and great man that I ever saw. He possesses about all the qualities that go to make up my ideal of a great man--a man who is great in the true sense of the word."² In a further description of Mr. Boyd, Stephens called him the greatest man that he had ever seen. He said he "would rather be such a man in the obscurity of a town like Natchitoches than as any President of the United States, except Washington, that ever ascended the Capitol."³

His first week of teaching left him in very high spirits. He was very happy. He said he was surrounded by every element of that kind of life which he preferred. Stephens summed up an evaluation of his first week's work by quoting the following lesson which he said he had learned. "While I am, at present thoroughly unfit for the position I hold, I am capable of so devoting myself to my

²Letter from Edwin L. Stephens to his Parents dated October 7, 1892. Stephens Papers, Louisiana State University Library, Baton Rouge, Louisiana.

³Loc. cit.

work that time enough will make me proficient in it."⁴

Edwin Stephens taught beginners' classes in Latin, botany, physics, and chemistry during his first year at the Normal School. He experienced the usual timidity and fright that beginning teachers usually have. The main trouble that Stephens had was that some members of his class were advanced pupils who had already taught school for several years, and he said, "These intimidated me considerably."⁵ Some of the students in his first class were: Thomas H. Harris, who later became State Superintendent of Education in Louisiana; Robert B. Butler, well known lawyer and jurist of Louisiana; George Whitfield Jack, lawyer and United States District Judge; and Frederick M. Odom, later to become an Associate Justice of the Supreme Court.

Stephens Visits Normal Schools in Pennsylvania.

Stephens and his colleague, R. L. Himes, planned to visit the world's fair in Chicago and to make an extensive trip through Pennsylvania studying Normal schools during the summer of 1893. He was already attempting to improve himself for the profession he said he was thoroughly unfit to represent. That summer of 1893, Stephens describes as the high water mark of his experiences in the interest of his

⁴Southwestern Louisiana Journal, Volume III, 1960, p. 13.

⁵Loc. cit.

profession. He returned to Natchitoches in "especially fine feather" for his year's work of 1893-84.⁶

The following summer of 1894 found Stephens attending Harvard University. Since he taught botany at the Normal and felt that his background in this subject was "rather sketchy", Stephens expressed a desire to load up more heavily on subject matter. His instructor was Herbert L. Jones. "With him in the lead, we botanized the coast of Massachusetts from Nahant to Plymouth Rock. The road from Lexington to Concord acquired a new meaning for us--botanic significance in addition to its historic and literary associations."⁷

Stephens Conducts Summer Normal Schools and Institutes. The State Teachers' Association convened in Monroe, Louisiana, in December of 1894, and Stephens was in attendance. In addition he received several other assignments throughout the state. He conducted a summer normal school at New Roads, Louisiana, which lasted four weeks. Also, he had experience of conducting institute work in Abbeville, Louisiana, and another institute in Lake Charles, Louisiana,

⁶E. L. Stephens, "Sketch of my Career", Memorabilia, Volume III, Louisiana State University Library, Baton Rouge, Louisiana.

⁷Loc. cit.

which preceded his work at New Roads. The following summer Stephens went to West Feliciana Parish where he did institute work.⁸ While he was performing his summer school responsibilities, he received from President Thomas D. Boyd of the State Normal an important communication which made reference to a scholarship for which Stephens had been recommended and in which he also stated that, "you may rely upon my rendering you all the assistance in my power at all times and in all places. You have more than fulfilled the hopes and expectations I had for you when I asked you to join us at the Normal and if I can have the shaping of it, and the power to assist you, your career in the educational world will be a brilliant one."⁹

The Helen Gould Scholarship. Notice of the scholarship had come through the Department of Education of Louisiana. It was then forwarded to President Boyd.¹⁰ When Boyd called Stephens into his office he said, "Here is a scholarship that seems to have been designed for you. It is for a Texas and Pacific Railroad employee who is a

⁸Loc. cit.

⁹Thomas D. Boyd, Letter written to Edwin L. Stephens, July, 1896. Stephens Papers, Louisiana State University Library, Baton Rouge, Louisiana.

¹⁰Edwin L. Stephens, "Education in the Closing Decades of the Nineteenth Century", Louisiana Historical Quarterly, (New Orleans, 1933), XVI, p. 38.

college graduate and has had four years of successful experience in teaching. You are the only one I know who meets all these requirements."¹¹ This scholarship to be used at New York University was known as the Helen Gould Scholarship, given in memory of Jay Gould by his daughter. The amount of the scholarship was \$5,000, and its annual yield was \$250.00. Stephens promptly applied for the scholarship, and President Boyd sent the following recommendation to the Chancellor of New York University:

I heartily endorse the application of Mr. E. L. Stephens for the scholarship founded by Miss Helen Gould. He seems, to me, to fill the measure of your requirements more completely than any other person of my acquaintance and I believe the scholarship could not be more worthily or wisely bestowed.

Mr. Stephens is a self-made man in the best sense of the term. Having worked his way through high school and college, he had adopted the profession of teaching and is now in a position to accomplish much good for the cause of education in the south. He has the ambition, the ability, the perseverance, the power of concentration necessary for successful study and investigation. He is a young Christian gentleman of high and noble aims and aspirations. Such a man cannot fail to make excellent use of the scholarship, for which I advised him to apply.¹²

The letter was followed by another several days later from President Boyd to the Chancellor which said:
"Professor Edwin L. Stephens has been a teacher in this

¹¹Ibid., p. 44.

¹²Thomas D. Boyd, Letter to the Chancellor of the University of New York. September 12, 1895. Stephens Papers, Louisiana State University Library, Baton Rouge, Louisiana.

institution for three years, and it gives me pleasure to say that his work has been satisfactory. He is an earnest and faithful worker, and an alive progressive teacher who endeavors to keep fully abreast of the times in everything pertaining to his profession. I know of no young teacher in Louisiana whose career is more full of promise than his."¹³

Stephens completed the 1895-96 session at Natchitoches and was never to return to the Normal. His application for the New York Scholarship had been accepted, and for the next two years he attended New York University. The departure of Stephens coincided with the end of the Presidency of Thomas D. Boyd at the Normal also. However, during the summer of 1896, Stephens conducted an institute at St. Francisville, Louisiana. While he was there he received a letter from Thomas D. Boyd which said:

Your letter of the fourth instant just received during my absence in Baton Rouge and was read with genuine enjoyment by Mrs. Boyd before it fell into my hands. This, however, did not prevent my enjoying it.

I am sorry to say that my resignation of the Presidency here will break up our scheme for you to spend the summer in canvassing for the Normal. But why can't you canvass for the State University? I do not know whether I can arrange such a canvass, but I think I can. What salary would you wish over and

¹³Thomas D. Boyd, Letter to the Chancellor of the University of New York. September 14, 1895. Stephens Papers, Louisiana State University Library, Baton Rouge, Louisiana.

above your traveling expenses for one month of such work, beginning about the first of August? I shall return to Baton Rouge in about a week and shall see what I can do in this matter.

I admire and commend your modesty in not wishing to become famous by having your photograph and biography published in the New Orleans papers. I do not see that you have anything to gain by such notoriety. If you wish to keep yourself before the teaching world of Louisiana, you can accomplish that end better by writing occasional articles for the Louisiana School Review during your absence from the state. This will also help the Review.

I cannot stay at the Normal because I have already resigned and Caldwell has been elected my successor. Strange irony of fate that ten years ago when it was my highest ambition to hold the presidency of the State University the glittering prize slipped through my fingers, and that now, when I do not want it, it should be offered to me! And stranger still that under these circumstances I should accept it.

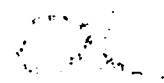
Should I succeed at the University I have little doubt that I shall be able to find a place there for just such a man as you will be after you have completed your course in New York.¹⁴

The Board of Administrators of the State Normal School at its regular associational meeting dated July 15, 1896, passed the following resolution:¹⁵

That the congratulations of this Board are hereby tendered to Mr. E. L. Stephens upon his appointment to the Helen Gould Scholarship. . . Be it further resolved that by the departure of Mr. Stephens, the State Normal School loses the valuable service of one of its most efficient instructors. By his faithful performance of duty, his eager striving after professional excellence, his deep interest in the

¹⁴Thomas D. Boyd, Letter to Edwin L. Stephens at St. Francisville, Louisiana. July 12, 1896. Stephens Papers, Louisiana State University Library, Baton Rouge, Louisiana.

¹⁵Childress, op. cit., p. 30.



welfare of his pupils, and his readiness to assist in every movement to advance the cause of education in Louisiana, he has set an example worthy of the emulation of all persons engaged in the educational work.

Stephens at New York University. As soon as Stephens reached New York University, he was assigned as a special subject, the study of Public Education in Louisiana. About thirty-seven years later, Stephens said, "By this study away from home, I was to learn more of education at home."¹⁶

Stephens was privileged to study under the direction of such educators as Professor Charles H. Judd and Professor Edward F. Buchner. In addition, he was a member of the young men's Bible Class that was taught by Charles Evans Hughes. He was graduated in June, 1897, with a Master of Pedagogy from New York University.¹⁷ In June, 1899, Stephens was graduated with a degree of Doctor of Pedagogy.¹⁸ Upon his return to Louisiana during this same summer, he conducted an institute for teachers at Alexandria in Rapides Parish. Over one hundred visitors and several officers

¹⁶Edwin L. Stephens, "Education in Louisiana in the Closing Decades", Louisiana Historical Quarterly, XVI, p. 38.

¹⁷Tanner, op. cit., p. 3.

¹⁸Edwin L. Stephens, "Chronology", Memorabilia, Volume I, Louisiana State University Library, Baton Rouge, Louisiana.

were in attendance.¹⁹

Stephens returned to Louisiana during the late summer of 1899. After spending two years in New York, he was most happy to be home again. He expressed his love and admiration for his native state in an address given at Natchitoches when he said: "I love my native state. I also have a sense of pride and citizenship in this great nation that we call our common country; and I have an unquenchable passion for that land made sacred by its baptism of blood and tears--the land whose soul-stirring name was Dixie Land! One state's name can cause for us that swelling of the heart that school boys feel in the military drill and parade--and that is Louisiana."²⁰

Boys' High School. In the fall of 1899, Stephens accepted an appointment to teach physics and chemistry in the McDonogh High School in New Orleans. At a regular meeting held on October 13, 1899, the following report was read and approved by the board: "We have received and accepted the resignation of Professor C. E. Harris of McDonogh High School and recommend the election of Mr. Edwin

¹⁹J. O. Pettis, "Development of the Louisiana State Normal College," 1884-1927, p. 89 (unpublished Master's thesis), Louisiana State University Library, Baton Rouge, Louisiana, 1927.

²⁰Edwin L. Stephens, "Natchitoches," Memorabilia, Volume I, Louisiana State University Library, Baton Rouge, Louisiana.

L. Stephens to the vacancy occasioned by said resignation, at the same salary as paid Professor Harris."²¹ McDonogh High School was located on Calliope Street between Prytania and St. Charles. A few years later this school was moved to Canal Street and became known as the Warren Easton Boys' High School.

The Orleans Parish School Board records show the following faculty for the school for November, 1899:²²

F. W. Gregory	Principal
C. A. Aitkens	Vice-Principal
J. N. Bogard	Associate
R. S. Cocks	Associate
R. C. Howison	Associate
H. M. Gill	Associate
Henry E. Chambers	Associate
Miss A. J. Bonnabel	Associate
E. Hynes	Associate
J. R. Conniff	Associate
Henry Dufilho	Associate
E. L. Stephens	Associate
L. E. Mauberret	Secretary

Although Stephens was employed by the Orleans Parish School Board for approximately one semester only, during this brief stay he came into contact with and taught many boys that became notable men and outstanding citizens. Such names as Otto Schwartz, Sidney Ishleman, Walter Stern, Edgar Stern, Lionel C. Durel, H. W. Kostmayer, P. J. Stakelum,

²¹Orleans Parish School Board Minutes, October 13, 1899, pp. 25-26.

²²Orleans Parish School Board Minutes, November, 1899, p. 6.

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²¹Orleans Parish School Board Minutes, October 13, 1899, pp. 25-26.

²²Orleans Parish School Board Minutes, November, 1899, p. 6.

Alfred Danziger, Sol Weiss, Louis C. Heintz, Arthur Moreno, Edgar King, Ralph Schwartz, Pat Mulligan, Sidney Calogne, John Reese, Jacob Dresner, Townsen Ellis and Paul Habans, were on his class rolls. The enrollment of the High School was 279.²³

Edwin Stephens did not remain in New Orleans for the full school session of 1899-1900. On January 3, 1900, at the first meeting of the Board of Trustees of Southwestern Louisiana Industrial Institute, held in Lafayette, Louisiana, Stephens was elected President of the new school.²⁴ At the very next regular meeting of the Orleans Parish School Board, dated January 12, 1900, the following report was read and accepted:

"We have received and accepted the resignation of Mr. E. L. Stephens as teacher in McDonogh High School Number one, to take effect January 13, 1900."²⁵

²³Ibid., Orleans Parish School Board Minutes, October 13, 1899, p. 27.

²⁴First Minute Book of Board of Trustees of Southwestern Louisiana Industrial Institute, meeting dated January 3, 1900, pp. 1-4.

²⁵Orleans Parish School Board Minutes, January 12, 1900, p. 60.

CHAPTER III

STEPHENS AS PRESIDENT OF SOUTHWESTERN LOUISIANA INSTITUTE (1900-1920)

Introductory Statement. In this writer's opinion the story of the man, Dr. Edwin L. Stephens, could not be told without involving the story of Southwestern Louisiana Institute, because to a great extent the two were one and the same. The next two chapters cover a period in the life of Dr. Edwin L. Stephens while president of Southwestern from 1900-1938. Chapter three covers the early period (1900-1920). The treatment is primarily topical to include such aspects as curriculum, finances, plant development and personnel.

Establishment of the Institute. The founder of Southwestern Louisiana Institute, legislatively speaking, was Robert Martin. It was he who conceived the plan, prepared the bill, and fought through two sessions of the Louisiana Legislature for its enactment into law creating this institution of higher learning for the southwestern part of Louisiana.¹ Martin was born in Breaux Bridge,

¹Edwin L. Stephens, "The Story of Acadian Education in Louisiana," Louisiana Schools, September, 1934, pp. 20-21.

Louisiana, in 1853, the son of Simon Valery Martin and Calima de Blanc Martin.² A successful attorney as well as a prosperous business, Robert Martin was elected to the Louisiana Senate in 1896 from the Thirteenth Senatorial District, which consisted of the parishes of Iberia, Lafayette, and St. Martin.³ During Senator Martin's first year in the Senate, Governor Murphy J. Foster appointed him to a Legislative committee to visit the state institutions for higher education and to report on their needs. The intention of Martin was to provide southwest Louisiana with an educational institution of the vocational type that had been provided for north Louisiana in 1894 with the establishment of the Louisiana Industrial Institute at Ruston. Shortly after his visit and tour of the existing state institutions, Martin introduced a bill in 1896, in the Senate, proposing "to create and establish an Industrial Institute and Academy for the education of the white children of the State of Louisiana in Arts and Sciences,

² Margaret Stephens Jochem, The Life Story of Edwin Lewis Stephens (Lafayette: Southwestern Louisiana Institute, 1960), p. 1.

³ Edwin L. Stephens, "The Story of Acadian Education in Louisiana," Louisiana Historical Quarterly, XVIII, (April, 1935), 400.

said proposal being approved by both House and Senate.⁴ Martin, in preparing the bill for the establishment of Southwestern Louisiana Institute, copied it from the law that had established the Industrial Institute at Ruston, which had been in turn originally copied from the Mississippi State Law establishing the "Industrial Institute and College of Mississippi."⁵

Although the bill introduced by Martin passed both houses, the Governor vetoed it because of insufficient funds, but he said he would sign the bill at the next session if it were reenacted. The bill was again introduced in the 1898 legislative session and passed. On July 13, 1898, the bill became law after receiving executive approval.⁶

Now that the act had been signed to establish the

⁴Louisiana Legislature, Calendar of the House of Representatives of the State of Louisiana, Session of 1896, in the Official Journal of the Proceedings of the House of Representatives of the State of Louisiana at the First Regular Session of the Fifth General Assembly, (Baton Rouge; Advocate, 1896), p. 120.

⁵Jochem, op. cit., p. 2.

⁶Louisiana Legislature, Calendar of the Senate of the State of Louisiana in the Official Journal of the Proceedings of the Senate of the State of Louisiana at the Second Regular Session Begun and Held in the City of Baton Rouge, May 16, 1898, (Baton Rouge: Advocate, 1898), p. 6. (See Appendix A).

school, the matter of selecting a site became somewhat a problem because section one of Act 162 provided that the institute

" . . . shall be located in that parish of the Thirteenth Senatorial District which will offer the best inducements there for the Board of Trustees, said location to be made by the Board to be appointed under this act, provided that the parish selected for the location of said institution shall donate not less than twenty-five acres of land and \$5,000 to said institution; provided further that in case two or more said parishes offer the same inducements, then the Board of Trustees shall select by a majority vote the most suitable location."⁷

This provision in the bill created a rivalry among three towns. Committees representing each of the three towns, New Iberia, Scott and Lafayette, prepared statements for presentation to the Board of Trustees of Southwestern Louisiana Industrial Institute, each in support of its recommended location for the new Institute.⁸

New Iberia, in Iberia Parish, voted a five mill tax of all property assessments in the city for a period of ten years commencing with the year 1900, and offered to donate fifty acres of land. This proposal was based on the offer of land described as picturesquely beautiful, and, from a sanitary standpoint, well drained and healthy. The ten

⁷ Act 162 passed by the General Assembly of the State of Louisiana at the Regular Session Begun and Held in the City of Baton Rouge on the Sixteenth Day of May, 1898. Baton Rouge: The Advocate, 1898, pp. 317-319.

⁸ Loc. cit.

year five mill tax, it was said, would realize approximately \$80,000.⁹

The town of Scott, being represented by Alcide Judice, offered the Board of Trustees of the Institute 100 arpents of land or \$50,000, if Scott were chosen.¹⁰

Lafayette Parish countered by making available a two mill tax for ten years on the assessed property of the entire parish. This two mill tax would realize about \$8,000 per year. In addition, Lafayette Parish offered to make available twenty-five acres of land in the town of Lafayette on the edge of town or fifty acres of land in the town of Scott. The two banks in Lafayette, namely the First National Bank and the Bank of Lafayette, also agreed to a cash loan of \$10,000, and to buy the five per cent bonds that would be predicated on the tax, pending the location of the school in Lafayette.¹¹ The proposal of the committee from Lafayette was represented by the Chairman, Charles D. Caffery, who described the Lafayette area as "the geographical and actual center of Southwest Louisiana with unusual railroad facilities. . ." and as

⁹Edwin L. Stephens, "How Southwestern Louisiana Institute Became a College," Southern Association Quarterly, November, 1937, p. 451..

¹⁰Hardy, op. cit., p. 6.

¹¹Loc. cit.

"one of the most thickly settled Parishes in the State."¹²

As a result of the various proposals submitted by the towns in question, Robert Martin, at the first executive session of the Board of Trustees, moved that Lafayette be chosen as the location of the Institute. His reason for choosing Lafayette was that \$18,000 would be made available immediately from private donations and \$10,000 advancement on the proposed property tax by the citizens of Lafayette.

Section two of Act 162 stated, "that the Governor of the State shall nominate and appoint, by and with the advice and consent of the Senate, one person from each Congressional District of this State, and two from the State at large, to be trustees, and to serve as herein provided."¹³

The Board of Trustees was appointed by Governor Foster on October 20, 1899. It was composed of the following members:¹⁴

¹²Florent Hardy, Jr., A Brief History of the University of Southwestern Louisiana, 1900-1960, p. 5. (Unpublished paper, May, 1969, University of Southwestern Louisiana.)

¹³Act 162 passed by the General Assembly of the State of Louisiana at the Regular Session Begun and Held in the City of Baton Rouge on the Sixteenth Day of May, 1898. Baton Rouge: The Advocate, 1898, p. 318.

¹⁴First Minute Book of Board of Trustees of Southwestern Louisiana Industrial Institute. Meeting held January 3, 1900, p. 3.

Mr. Robert Martin	St. Martinville	At Large
Dr. James A. Lee	New Iberia	At Large
Gen. Albert Estopinal	St. Bernard	1st Cong. Dist.
Prof. Brown Ayres	New Orleans	2nd Cong. Dist.
Capt. John C. Buchanan	Lafayette	3rd Cong. Dist.
Mr. Ames L. Ponder	Sabine	4th Cong. Dist.
Major J. G. Lee	Ouachita	5th Cong. Dist.
Mr. Thomas H. Lewis	St. Landry	6th Cong. Dist.
State Sup't. J. V. Calhoun		Ex Officio
Governor Murphy J. Foster		Ex Officio

Board of Trustees Hold First Meeting. The board held its first meeting in the Century Club, Lafayette, Louisiana, on January 3, 1900, at 4:00 p.m. Governor Murphy J. Foster was elected ex officio president; Robert Martin, vice-president and Professor Brown Ayres, Secretary. A committee composed of Dr. James A. Lee, Robert Martin, and Capt. John C. Buchanan was named; and a finance committee consisting of General Albert Estopinal, Thomas H. Lewis, and Major J. G. Lee was also appointed.¹⁵ Also at this meeting of January 3, Edwin L. Stephens, then teaching in New Orleans, was elected first president of the Institute.¹⁶ Dr. Thomas D. Boyd, President of Louisiana State University played a very influential part in the selection of his close friend Edwin L. Stephens as president of the new Institute.

As president of the newly formed school, with an

¹⁵Loc. cit.

¹⁶Loc. cit.

annual salary of \$1,500, Dr. Stephens was responsible for the organizational problems and the quality of education that would be offered by the Institute. The newly created college had no campus, no faculty, and no students. The President's first duties were to "examine first-class technical schools in this country, supervise erection of buildings, etc."¹⁷

In an attempt to carry out the wishes of the Board of Trustees, Stephens, accompanied by Charles A. Favrot, Architect for school buildings of the New Orleans firm of Favrot and Livaudais, visited schools in the Southern, Central and Eastern United States, including North Carolina, Virginia, Alabama, and the cities of Philadelphia, New York, Detroit, Chicago, and St. Louis. Studies were made of the school buildings, their equipment, and their courses of study. They also received helpful suggestions from U. S. Commissioner of Education, William T. Harris and from Dr. J. L. M. Curry, Agent of the Peabody Fund.¹⁸

As a result of observations made at these schools throughout the country and upon recommendation of Dr. Stephens, the Board at its meeting held on March 6, 1900,

¹⁷First Minute Book of the Board of Trustees of Southwestern Louisiana Industrial Institute, January 5, 1900, p. 13.

¹⁸Loc. cit.

adopted a plan for the Industrial Institute that should provide for ". . . a thorough academic course . . . prepared to do High School work."¹⁹

On the date that Lafayette was officially chosen as the site of the new school, Governor Murphy J. Foster made an address at which time he gave the main reasons for the choice of Lafayette.²⁰

First, the donation of twenty-five acres of land beautifully situated, valued at \$2,500

Second, a cash bonus subscribed by the citizens of Lafayette of \$5,000.

Third, a cash bonus of the Police Jury of the Parish of Lafayette of \$3,000, and

Fourth, an annual tax of two mills on the property of the Parish of Lafayette for ten years.

The site of the new school was located on twenty-five level, treeless acres of land from which cane had recently been cut. Mrs. Maxim E. Girard and her son, Crow, who was president of the Bank of Lafayette, were the donors of the twenty-five acres of land which was located just outside of

¹⁹ First Minute Book of Board of Trustees of South-western Louisiana Industrial Institute, March 6, 1900, pp. 19-21.

²⁰ Extracts of the Address of Governor Murphy J. Foster at meeting officially accepting Lafayette as school site, May 15, 1900. First Minute Book of Board of Trustees Meeting.

the Lafayette city limits.²¹ Following the approval of Lafayette as the site of the college, a building committee was appointed which consisted of the executive committee and Professor Ayres. Mr. Crow Girard was appointed Treasurer for the board for a period of one year.²²

The academic building, known first as the Main Building, was to be a brick structure of two and a half stories, with a basement. Plans and specifications of the main building were submitted to the board by Mrs. Charles Favrot, architect, under the direction of Dr. Stephens and the Building Committee. The board accepted the plans and ground breaking ceremonies were held on Saturday, May 28, 1900. The cost of the building was \$41,939.00.²³

The Picayune, in an article dated June 29, 1900, carried the following account of the ground breaking ceremonies:²⁴

In spite of the inclement and threatening weather during the morning, vast crowds of people from this and surrounding parishes gathered in Lafayette to-day

²¹Letter, Edwin L. Stephens to Crow Girard, January 6, 1900, Stephens Papers, University of Southwestern Louisiana.

²²First Minute Book, meeting of Board of Trustees, January 5, 1900, p. 13.

²³Lea Seale, "Southwestern Louisiana Institute: History of the Institute Prepared for the Self-Evaluation Report for the Southern Association of Colleges and Secondary Schools," Lafayette, Louisiana, 1960, pp. 50-51.

²⁴The Picayune, New Orleans, Louisiana, June 29, 1900.

to witness the ceremonies attending the laying of the corner-stone of the Southwestern Louisiana Industrial Institute, an institution authorized by Act 162 of 1898 of the Louisiana General Assembly. Several special trains came in loaded with passengers intent upon participation in the exercises of this important occasion. All Southwest Louisiana recognizes in the establishment of this school a most potential factor in education, as well as material advancement of the country. . . Industrial Education is now regarded as the key to the prosperity of the South, and will doubtless solve many perplexing social and political problems confronting the times. It is in full appreciation of these considerations that the citizens have entered into the celebration of this day fixed, all business being suspended at noon and the residence and public buildings decorated with flags and national colors.

At any early hour in the afternoon the people began to assemble at the courthouse square, and soon the crowd numbered some 3,000. Ladies and children in holiday attire, firemen in uniforms, carriages, bicycles and vehicles of all kinds decorated in the most artistic manner for the grand flower parade rendered the scene at the square extremely gay. At 4:00 p.m. the procession formed, headed by grand marshall, Charles D. Caffery, and several bands of music. The various home fire companies, together with visiting firemen, were preceded by the bicycle corps, all costumed and decorated in most fantastic designs, and these were followed by the queen of the Parade, Miss Marie Mouton, daughter of A. E. Mouton. The queen and her beautiful carriage formed the center of attraction. Little Misses Martha Pellerin and Yolande Mouton sat beside the queen as fair attendants. The procession, fully a mile long, proceeded to the Catholic presbytery, where Bishop Rousel joined the parade, and from thence the procession moved to the Crescent Hotel, where the Industrial School committee and party were escorted directly to the Industrial School grounds. . . .

Arriving at the grounds, the procession was augmented to fully 5,000 people. Seats had been improvised for the ladies and children and a stand for the speakers. Bishop Rouxel, together with Fathers Doutre, Langlois, Vegrous, Forge and Beulard, took

seats upon the stand and witnessed the flower parade as it passed by on the highway just in front of the grounds.

At dedication ceremonies held on Thursday, June 21, 1900, Robert Martin laid the ^{CORNERSTONE}~~corner stone~~. In attendance were people not only from the surrounding areas, but also from as far away as New Orleans.²⁵ At the gala ceremony, Dr. Stephens presided. The Right Reverend Bishop Roupel of New Orleans gave the Invocation; acknowledgments in behalf of the state were given by Governor W. W. Heard; Dr. Stephens represented the Institute; Senator-elect Honorable Murphy J. Foster represented the people of Southwest Louisiana; Crow Girard spoke in behalf of the City of Lafayette. An address on Industrial Education was given by Colonel Arthur T. Prescott, of Louisiana State University.²⁶

Southwestern Dedicates Main Building. On June 15, 1901, the Main Building was completed. Lafayette and the entire parish put on another celebration. The Times-Democrat gave the following description of the affair:²⁷

²⁵ Historical Sketch in the Catalog of Southwestern Louisiana Industrial Institute, 1939.

²⁶ Kennedy, op. cit., p. 40.

²⁷ The Times-Democrat, New Orleans, Louisiana, June 16, 1901.

Lafayette put on her primping gowns to-day in honor of the dedication of the Southwestern Louisiana Industrial Institute. The event marked an epoch in the history of this progressive town, and the citizens here made the best of the situation. Two excursion trains crowded to the doors came in to-day from neighboring parishes, and all day the streets have been thronged with persons who came to participate in the ceremonies.

The dedication exercises were held at eleven in the morning. The Honorable T. H. Lewis, of Opelousas, member of the Board of Trustees, presented the building to the State. Governor W. W. Heard accepted it in the name of the State and put it in the hands of Dr. Stephens, President of the Institute. The Reverend I. W. Cooper, President of Centenary College, Jackson, Louisiana, gave the main address. The Lafayette Fire department gave a civic display and dress parade and at 8:30 p.m. the following addresses of greeting were given by: President J. B. Aswell, Louisiana Industrial Institute at Ruston; President T. D. Boyd, Louisiana State University; Professor Brown Ayres, Tulane University; President B. C. Caldwell, Louisiana State Normal School; and United States Senator Murphy J. Foster, who represented Southwest Louisiana, and the State of Louisiana.²⁸

On the same day of the dedication of the Main Building, final plans were made for the building of a girls'

²⁸Jochem, op. cit., p. 13.

dormitory, a galvanized iron machine shop, a barn and stable.²⁹

One of the main functions of the President was to obtain appropriations of money for construction and maintenance of necessary buildings on the campus. The appropriations through April 30, 1902, totaled \$94,010.29. The breakdown of this figure was: Main Building--\$41,939.05; Girls' Dormitory--\$19,588.97; Furniture & Fixtures--\$11,541.76 and Salaries--\$6,274.20.³⁰

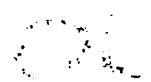
In a report submitted to the General Assembly, President Stephens announced that the Board had been enabled to erect and equip a complete group of buildings, adequate to the needs of the most thoroughly organized secondary institution of learning both for academic instruction and for manual training.³¹

Southwestern Opens School. Southwestern Louisiana Industrial Institute opened its doors for its first session

²⁹First Minute Book of Board of Trustees of Southwestern Louisiana Industrial Institute, June 15, 1901, pp. 55-57.

³⁰Letter, Edwin L. Stephens to Governor Murphy J. Foster, April 24, 1900. Stephens Papers, University of Southwestern Louisiana, Lafayette, Louisiana.

³¹Biennial Report of the President of Southwestern Louisiana Industrial Institute to the Louisiana General Assembly (Legislature), 1900-1901, p. 147.



on Wednesday, September 18, 1901, with eight teachers. The student enrollment on the first day was 100 students. The enrollment was increased later to 145--ninety-five boys and fifty girls.³²

The population of Lafayette at this time was thirty-five hundred. The residents of Southwest Louisiana realized that the establishment of this school was an advancement and a most important factor in upgrading education, not only for the community but also for the entire state as well. Newspaper accounts of the choice of Lafayette "hailed with delight" this occasion as the most eventful day in the history of Lafayette.³³

From the first, President Stephens sought to arouse in the people a pride in their past--an appreciation of their place in history. The beginning was not an easy one for the new president, due to the confused ideas of the public, who believed that their children, without regard of age or preparation, would be admitted to the school and immediately be prepared to earn a living. A requirement for admission to the school was placed at completion of the

³²First Biennial Report of Southwestern Louisiana Industrial Institute, Lafayette, Louisiana (New Orleans: The L. Graham Company, Ltd., 1902), p. 8.

³³Clipping, "Most Eventful Day in Lafayette's History," June 21, 1900. University of Southwestern Louisiana Papers, Scrapbook, Volume I.

eighth grade. This met with immediate disapproval of many of the citizens, among whom was Sheriff Isaac "Ike" A. Broussard of Lafayette. He was known as a fearless and gun-fighting peace officer. He hailed President Stephens one day on the courthouse square in Lafayette. "See here professor", said Sheriff Ike Broussard to Dr. Stephens, "I worked hard, like these folks, to bring your school to Lafayette. It cost us money to get it here, but we got it. But if you're putting up the bars so high our people can't send their children to school here I'm willing to head a posse to go and pull down your buildings right now!"³⁴ The entrance requirements that raised all this ruckus was completion of the eighth grade in public schools, or its equivalent. As a result of these public threats the entrance requirements were lowered to include children with a minimum of a sixth grade education.³⁵

Because public elementary schools and high schools had not yet been developed to any extent in this part of the state, it became necessary for Southwestern Industrial Institute to admit students of low academic achievement during the first years of its existence. Dr. Stephens was aware of this problem and fully appreciated the difficulties

³⁴Childress, op. cit., p. 46-47.

³⁵The Southwestern Louisiana Industrial Institute catalog, 1901, pp. 15-16.

that stood in his way. Keeping in mind the objectives of the Institute, Stephens submitted the following requirements for admission to the first-year class:

"Candidates for admission to the first-year class must be fourteen years of age, or older, and prepared for a simple entrance examination in reading, writing, spelling, arithmetic to denominate numbers, elementary geography and history." As the years rolled on the standard for entrance was gradually raised.³⁶

A list of students enrolled during the first semester and their addresses revealed the following distribution according to the Southwestern Louisiana Institute Catalog of 1901:³⁷

Lafayette Parish	-- 89	Lafourche Parish	-- 3
Avoyelles Parish	-- 15	Rapides Parish	-- 2
St. Landry Parish	-- 10	Acadia Parish	-- 2
St. Martin Parish	-- 9	Calcasieu Parish	-- 2
Vermilion Parish	-- 8	Terrebonne Parish	-- 1
		Out of State	-- 2

By the end of the fourth year of operation (1904-1905), the enrollment had nearly doubled, in spite of the fact that scholastic requirements for admission were steadily being raised. The number of teachers employed for this same period was fourteen. The following table gives the enrollment of students for the first five years, the number of

³⁶ The Vermilion, undated, p. 14.

³⁷ Southwestern Louisiana Industrial Institute Catalog, 1901, pp. 37-40.

teachers for each year, and the faculty student ratio for each year:³⁸

TABLE I
STUDENT TEACHER RATIO

Year	Students Enrolled	Number Teachers	Ratio
1901-02	145	8	1:18
1902-03	182	10	1:18
1903-04	190	11	1:17
1904-05	250	11	1:23
1905-06	239	12	1:20

The enrollment for the school session 1909-1910 was 301. In addition, the Summer Normal enrolled 216. The increased enrollment meant an increase in the number of teachers which for the session numbered eighteen. Table II gives the name of each teacher showing the degree held and courses taught.³⁹

Of the eighteen members of the faculty in the 1909-10 session, twelve were college trained but did not hold degrees; four held baccalaureate degrees; one held a master's degree; and President Stephens held the degree

³⁸The Southwestern Louisiana Industrial Institute Catalog, 1901-1906.

³⁹Southwestern Louisiana Industrial Institute Catalog, 1909-1910, pp. 8-9.

TABLE II

NAME OF TEACHER, DEGREE HELD AND COURSES TAUGHT

NAME OF TEACHER	DEGREE HELD	COURSES TAUGHT
Edwin L. Stephens	A.B., Ph. D.	President
Cecil C. McCrory	B.S., M. S.	Captain First Infantry, L.N.G. Commandant Cadets
Ralph Holden Agate	Graduate Rochester School of Commerce	Commercial Department
Florent Sontag	Pupil of His Father, George Sontag, of Paris Conservatoire	Piano, Violin & Band Instru- ments
Ashby Woodson	Graduate, Miller School, Va.	Mechanical Arts and Mechan- ical Drawing
59 John I. Hulse	Railroad Train Dispatcher of twenty years experience	Telegraphy
Jordon G. Lee, Jr.	B. S.	Agriculture
Clement James McNaspy	Student, University of Kansas	Science
Edith Garland Dupre	A. B., A. M.	English and French
Hugh Duncan McLaurin	Louisiana State Normal	Physiology and Gymnastics
Beatrice Mulcahey	Curtis Commercial School Minnesota	Stenography
Mattie Douglass Embree	B. S.	Drawing & Singing
Mabel Wharton Leftwich	A. B.	Latin & Mathematics
Elza B. Richardson	University of Tennessee	Home Economics
Fanny C. Farinholt	Teacher, Public Schools of Asheville, North Carolina	History
W. Louise Moore	East Kentucky State Normal	Associate in English
Marie Marguerite Mouton	Southwestern Industrial Institute Graduate	Stenographer
Edmund C. McCallum	Southwestern Industrial Institute	Bookkeeper

of Doctor of Pedagogy.

One of the remarkable things about President Stephens was that he encouraged faculty participation in the formulation and execution of policies of the Institute. He held weekly meetings of his faculty and all matters of policy were freely discussed and especially were individual opinions not only permitted but encouraged.⁴⁰

As a state supported school, Southwestern Industrial Institute did not require bonafide residents of Louisiana to pay a tuition fee. During the first years operation, assessments for fees and living totaled approximately \$140.00 per session.⁴¹

The expenses for students at Southwestern did not change much for the next several years. The Eleventh Annual Catalog, dated August 19, 1912, showed the following statement.⁴²

Matriculation fee	\$ 4.00
Athletics Fee, two terms at 2.50 each	5.00
Deposit for books & fees, two terms at 7.50 each	15.00
Board, Laundry, room, water, heat, light service, medical attention and discipline, 8 months at \$17.00 per month	136.00
Total	<u>\$160.00</u>

⁴⁰Southwestern Louisiana Industrial Institute Catalog, 1910-1911, p. 6.

⁴¹Southwestern Louisiana Industrial Institute Catalog, 1901-1902, p. 34.

⁴²Ibid., p. 34.

The increased cost was due to the additional services that were available to students, such as medical fees, and furniture-rental fees. Special fees for students enrolling in laboratory courses such as Physics, chemistry, biology, agriculture, and other courses were required. Students in these courses were required to pay from fifty cents to five dollars a term, depending on the nature of the course pursued.

Selection of First Faculty. President Stephens' most important duty was to recruit and present to the Board of Trustees potential faculty members. He had a full appreciation of the difficulties that confronted him; but his wisdom in choosing his first faculty and his confidence in their determination to help toward building a great educational institution are evidenced by a few words from a personal letter written to Miss Edith Dupre, who had just accepted appointment on his original faculty:⁴³

I commend the zealous tone of your letter indicating your earnest purposes to forward the interests of the Institute, and your willingness to help build--not expecting to find completeness at the beginning. I doubt not that we shall have obstacles to meet--and overcome; poorly prepared students, impatient parents, only chaotic and fragmentary beginnings of education as a historic setting for our work. But against the new spirit of education in this people these things shall not prevail--if we work faithfully here.

⁴³Kennedy, op. cit., p. 7.

Miss Dupre fulfilled his highest expectations as a teacher, and soon acquired a reputation as an eloquent and convincing speaker.

The first faculty of the institute selected by Stephens and approved by the Board of Trustees were:⁴⁴

Edwin L. Stephens	President/Mathematics
Victor Leander Roy	Science
Ashby Woodson	Manual Training
Miss Gertrude Mayfield	Domestic Science
Miss Edith G. Dupre	English and French
Florent Sontag	Music
L. W. Mayer	Stenography
Miss Beverly Randolph	Drawing and Gymnastics
Mrs. Elizabeth Fowles Baker	Matron--Girls Dormitory

With the exception of Roy, Mayfield and Mayer, the remainder of the original faculty stayed until retirement.

The salaries of these teachers were as follows:
The two men each received \$1,000 annually, and the four lady teachers \$600 each annually.⁴⁵

The surviving members of his early faculty are in agreement that one of Dr. Stephens' great contributions to Southwestern in its early days was the consciousness which he awoke in the minds of the Acadian people of their precious heritage.⁴⁶

⁴⁴First Biennial Report, Southwestern Louisiana Industrial Institute, p. 12.

⁴⁵First Minute Book of Board of Trustees meeting held June 15, 1901, p. 59.

⁴⁶Address of President Joel L. Fletcher delivered on Founders' Day, September 18, 1950, p. 8.

From 1901-12 completion of the sixth grade was required for admission and a diploma was awarded for graduation in four years, pursuing various subjects outlined.⁴⁷ In 1907-08 completion of the first half of the seventh grade was required for admission, with graduation in four years. In the session of 1913-14, completion of the first half of the eighth grade was required for admission to the college and graduation was granted in four years. High School graduates were admitted to an optional course in pedagogy with the regular fourth year class.⁴⁸

Effective with the beginning of the second term (January 24, 1916), admission to the first year class required certified completion of the tenth grade.⁴⁹ By raising the admission requirements to the completion of the tenth grade, Southwestern Louisiana Institute, along with the Louisiana Industrial Institute at Ruston and the Louisiana State Normal School at Natchitoches, for the first time had uniform requirements for admission. This uniformity of the colleges was brought about by a meeting of Dr. Stephens, the other two college presidents, V. L.

⁴⁷ The Daily Advertiser, Monday, January 3, 1938, p. 10.

⁴⁸ The Southwestern Louisiana Industrial Institute Catalog, 1913, pp. 30-31.

⁴⁹ The Southwestern Louisiana Industrial Institute Catalog, 1914, p. 15.

Roy of the Normal at Natchitoches, and J. E. Keeny of the Industrial Institute at Ruston, and with the State Board of Education.⁵⁰

With this development, Southwestern Louisiana Industrial Institute attained the status of a combination Senior High School and Junior College. The last two years of the four-year academic curriculum now consisted of courses at the college level.⁵¹

Plant Development. The original campus at Southwestern consisted of twenty-five acres of land donated by Mrs. Maxim A. Girard and her son, Mr. Crow Girard. On this land was erected the first building, known at that time as the Main Building. The Main Building was a brick structure of two-and-a-half stories and a basement. It was completed June, 1901, at a cost of \$41,939.00.

The first floor consisted of six large classrooms, two cloakrooms, two retiring-rooms, the reception room and offices, and the library.⁵² The second floor had on the south end two laboratories for physics and chemistry with a supply room, and on the north end there were two class-rooms

⁵⁰Loc. cit.

⁵¹The Southwestern Louisiana Industrial Institute Catalog, 1915, pp. 14-15.

⁵²The Southwestern Louisiana Industrial Institute Catalog, 1902-1903, p. 8.

and a supply room for freehand drawing. The entire central portion of the second floor formed the auditorium which was sixty-two feet wide by seventy-two feet long with twenty-four feet from floor to ceiling. The Southwestern Catalog of 1902 stated that the auditorium was ". . . the most attractive feature of the building."⁵³

The seating capacity of the auditorium was 800. The third floor contained the gymnasium on one end and the bookkeeping department on the other.

On June 15, 1901, the Board of Trustees made plans for completing the girls dormitory at a cost of \$19,589.00. The Dormitory had been planned earlier; but, because of a shortage of funds its building had to be postponed. The Board also authorized construction of a galvanized-iron machine shop at a cost of \$2,605.00, and provided for the installation of a steam-heating plant at a cost of \$3,955.00, and a water-works plant for \$997.00.⁵⁴

As soon as Southwestern Louisiana Industrial Institute opened its doors, the value of land increased in that area. People began to build near the school and this development caused President Stephens to think immediately in terms of the acquisition of additional land for future

⁵³Ibid., p. 9.

⁵⁴Seale, op. cit., p. 3.

expansion of the school. Consequently in 1904, Southwestern secured an option on twenty-five acres of land adjacent to the original campus, which was purchased in 1906 as a result of \$10,000 being appropriated by the General Assembly.⁵⁵ The campus now totaled fifty acres. This land upon which the school was built was sugar-cane land only several years before. In order to beautify the campus, Dr. Stephens undertook the planting of trees. In describing the grounds, the college catalogue of 1902 states: "The grounds are high and have a natural drainage towards a small creek in the vicinity. Oak trees have been planted around the entire tract; a circular drive-way, part of an adopted plan for beautifying the grounds, has been laid in front of the main building. . . ."⁵⁶

During the 1903-04 session, the President's residence was built on the Circle Drive, near the main building, at a cost of \$3,999.⁵⁷

The General Assembly, in 1914, appropriated \$21,500 for the construction of a boys' dormitory; however, the Board of Trustees at their meeting dated July 15, 1904,

⁵⁵First Minute Book of Board of Trustees meeting held June 2, 1905, p. 99.

⁵⁶Southwestern Louisiana Industrial Institute Catalog, 1902-03, p. 10.

⁵⁷Southwestern Louisiana Industrial Institute Catalog, 1903-04, p. 11.

voted to convert the original girls' dormitory for the boys and use the new dormitory for the girls. The reason for the transfer the Board said was ". . . in order to admit of more suitable location for both sexes."⁵⁸

While the girls' dormitory was being constructed, a large two-story building situated just outside the grounds was rented by the Institute to serve temporarily until the new dormitory was finished. This building became known as "The St. Charles". The new girls' dormitory was opened for the 1905-06 school session. Before the building was opened there was a demand for more room than this building could provide for; therefore, "The St. Charles" was again put into use. It accomodated about twenty girls.⁵⁹

The girls' dormitory was described as a "handsome two-story brick building," modeled after the first or older dormitory. The dimensions of the rooms were sixteen by twenty feet, with ample space for four single beds. There was also a locker in each corner of the room, with lock and key. In 1906, the upper story of the girls' dormitory was completed. This completion was realized as a special appropriation of \$6,500 made by the General

⁵⁸ Ibid., p. 11.

⁵⁹ Southwestern Louisiana Industrial Institute Catalog, 1905, pp. 11-12.

Assembly for that purpose.⁶⁰ With this completion the "St. Charles" building was converted to use as a steam laundry. At about the same time there was erected a two-story, brick structure, known as the Arts and Crafts Building. The Institute Bulletin of September, 1909, describes this building in the following manner:⁶¹

The new Arts and Crafts Building . . . is a two-story brick building, one hundred and twenty feet long by forty-two feet wide, with a forge-shop and boiler-room extension sixty feet long and forty feet wide. It provides ample space on the ground floor for a woodwork-shop, machine-shop and boiler and engine-room; while the second floor contains one large drafting-room, forty by forty feet, and five additional classrooms.

A combination gymnasium and grandstand was erected behind the Main Building. Adjoining the gymnasium was a swimming pool, twenty-four feet by forty-two feet. The amazing thing about this structure was the fact that it was built by the students in the workshop department as a class exercise for the year 1912-1913.⁶²

In 1917, the Institute constructed a barn for housing cattle. This building was described as being "one hundred feet by forty feet, with twenty-four box

⁶⁰ Southwestern Louisiana Industrial Institute Catalog, 1906, p. 11.

⁶¹ Southwestern Louisiana Industrial Institute Catalog, September, 1909, p. 16.

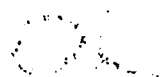
⁶² Southwestern Louisiana Industrial Institute Catalog, July, 1913, p. 14.

stalls."⁶³ This building was also built by students in the workshop department. In order to properly carry on a successful agriculture program, the Institute purchased 125 acres of land in 1919 for use in raising a silage crop for the dairy cattle. The total amount of land owned by the Institute now was 175 acres. It was stated in the Institute bulletin that the 125 acres of land was located ". . . on the model road a mile and a half southwest of the Institute and used as a school farm and pasture, devoted both to agricultural instruction and to the production of milk and dairy products for the boarding club."⁶⁴ There was also mention of a large mess hall converted as such from part of the former gymnasium. This was necessary in order to provide for the Students Army Training Corps, which had been organized during the 1919-20 session. The remainder of the gymnasium was made into an infirmary for the use of influenza patients among the soldiers.

Financial Conditions 1900-1920. A letter dated April 25, 1900, to State Superintendent of Public Education, Honorable J. V. Calhoun, Dr. Stephens discussed the financial conditions of the new school in the following

⁶³Southwestern Louisiana Industrial Institute
Catalog, July, 1917, p. 15.

⁶⁴Southwestern Louisiana Industrial Institute
Catalog, July, 1919, p. 12.



manner:⁶⁵

It is the expectation of our Board of Trustees to realize as large a cash amount as possible upon the liberal tax that has been voted by the parish of Lafayette. It will be necessary, however, for this amount to be generously supplemented by appropriations of the General Assembly from the revenues of the State before the buildings and equipments necessary can be secured and the work of the school inaugurated.

. . . I would most earnestly urge upon the attention of all friends of education the high claim to recognition from the State that has been earned by the people of Lafayette and Southwest Louisiana. Without entering into details of comparison or statistics, I venture the belief that this local of \$90,000 to a State institution has no parallel in the educational history of our commonwealth.

Superintendent Calhoun in his report to Governor William W. Heard and to the General Assembly for the years 1900-1901, spoke highly of the new school located in Lafayette and more especially about its needs. He wrote: "The Louisiana Industrial Institute at Lafayette has similar claims upon you. It opened last October and has had a successful session. Its wants will be presented to you, and I bespeak for it your generous support."⁶⁶

The appropriations made by the General Assembly to Southwestern for the session 1901-1902, totaled

⁶⁵ Biennial Report of the State Superintendent of Public Education to the General Assembly. 1898-1899. Baton Rouge: The Advocate, p. 161.

⁶⁶ Biennial Report to the State Superintendent of Public Education to the General Assembly. 1900-1901. Baton Rouge: The Advocate, p. 17.

\$94,054.00. The general operations amounted to \$13,382, and the amount for capital outlay totaled \$80,672.

The Board of Trustees met on May 1, 1900, in Lafayette for the purpose of discussing finances and the revenues that would be needed from the Legislature. After some discussion, it was moved and carried that the Finance Committee be authorized and instructed to attend to the matter of funding the tax voted by the people of Lafayette Parish for the benefit of the Industrial Institute and to the matter of going before the Legislature to secure appropriations.

At this same meeting the President of the Institute, Dr. Stephens, was instructed to call a meeting of the Board in Baton Rouge during the session of the Legislature if that action should seem best for the sake of securing proper recognition from the General Assembly in this matter of appropriations.⁶⁷

For the period January 3, 1900, to April 30, 1902, Dr. Stephens submitted the following request to the Governor of the State of Louisiana and to the General Assembly:⁶⁸

⁶⁷Minutes of Board of Trustees of Southwestern Louisiana Industrial Institute, May 1, 1900.

⁶⁸First Biennial Report of Southwestern Louisiana Industrial Institute, 1902, p. 10.

For the maintenance of the Institute during the next two years, with the necessary organization of New classes and further specialization of the course of study, there will be needed annually the sum of \$13,000. For increased equipment in all departments including forge-shop equipment, furniture for the second floor rooms of the dormitory, additional radiation for heat in the main building, additional desks and furniture, typewriters, sewing machines, and piano, there will be needed \$4000. The annual insurance of our property, valued at \$75,000, will call for unfailing special expenditure each year of \$750.

The Board of Trustees met on June 2, 1905, and at this meeting the following resolution was adopted:⁶⁹

That the President of the Board be authorized to enter into a contract with Mr. Crow Girard for the lease of twenty-five acres of land lying on the East of the land of the Industrial Institute fronting four acres on Industrial Avenue by the depth of 694 acres, including the house standing thereon for the sum of \$50.00 per month for the term of sixteen months ending December 31, 1906, and this lease to embrace also an option granted by Mr. Girard to this institution to buy said land including the house for the sum of \$15,000 and this option to remain in force for the full term of the lease.

The following is a summary of recommendations made by Dr. Stephens for appropriations for the 1905-1906 session:⁷⁰

Completion of young ladies dormitory	\$ 6,300
Twenty-five acres of land	10,000
Maintenance for two years	36,800

⁶⁹ Minutes of Board of Trustees of Southwestern Louisiana Industrial Institute, July 15, 1904, p. 86.

⁷⁰ Third Biennial Report of Southwestern Louisiana Industrial Institute to the General Assembly, 1906, p. 12.

Equipment	\$ 5,000
Department of Training of Teachers	5,500
Hospital	2,000
Gymnasium for boys	3,500
Steam Laundry	2,000
Electric Light Plant	2,000
Barn and stable, rooms for Janitor, etc.	1,500
Sewerage and Drainage	1,500
Insurance for three years	1,500
Repairs and additions	2,000
Total	<u>\$ 79,800</u>

At the July 28, 1906, meeting of the Board of Trustees, Dr. Stephens made the following recommendations as reflected in Table III regarding the faculty, salaries paid each, and position held, which were subsequently approved.⁷¹

TABLE III

NAME OF FACULTY, POSITION HELD,
AND SALARY PAID EACH

NAME	POSITION	SALARY
W. O. Martin	Commandant of Cadets and Prof. of Agriculture & Science	\$ 1,000
A. Woodson	Manual Training & Physics	1,100
Miss E. Dupre	English & French	750
L. W. Mayer	Stenography & Civics	1,100
- -	Commercial Department	1,100
Miss H. D. McLaurin	Gymnastics & Physiology	660
Vacancy	Domestic Science	600
Vacancy	Drawing & Singing	600
Miss M. W. Leftwich	Latin & Mathematics	540
Vacancy	Mathematics & History	1,200

⁷¹Meeting of Board of Trustees of Southwestern Louisiana Industrial Institute Held July 28, 1906, p. 114.

In 1910, Southwestern Louisiana Industrial Institute made preparations for a decennial celebration. Dr. Stephens took this opportunity to express the progress of the school for the first ten years to the General Assembly by writing the following letter.⁷²

Although the institution is now completing only the ninth session, it will hold its first decennial anniversary on Saturday, May 28, commemorating the day on which the first spadeful of earth was removed for the laying of the foundation of the first building erected for this school. On that day there will gather at Lafayette a representative multitude of the people of Southwest Louisiana, to celebrate a birthday of the first State Institution of learning, an institution for which the people of the town and the parish in which it is located have made remarkable sacrifice and self-denial, and which the people of the entire section wish to build up into a great tower of strength against the traditions of the days when the school had not been the first consideration, but when the struggle for existence had been made necessitous through exile and unkind fate. Speakers of statewide and of national reputation have been secured for the program of that day's exercises. Governor J. Y. Sanders, Congressman Robert F. Broussard, and Professor Alcee Fortier, will deliver addresses. Honorable Robert Martin and Mr. Crow Girard, the one the Legislative founder of the school, the other the Donor of the first tract of twenty five acres for the school, and other local promoters of the institution will have part in the program, and an orator of national reputation, not yet announced, will speak. The members of the General Assembly are invited and urged to attend this celebration, when they will have the best possible opportunity to see and visit this, the youngest of their educational charges.

All of which is earnestly and respectfully submitted,

E. L. Stephens, President

Lafayette, Louisiana, March 3, 1910.

⁷²Fifth Biennial Report to the General Assembly for the year 1910, p. 7.

The decennial celebration was a huge success.

People came from all areas of Southwest Louisiana and from all parts of the State.

To complete the first ten years of existence at Southwestern statistically speaking, Dr. Stephens reported the following to the General Assembly for the period ending May, 1910, regarding state appropriations for buildings, equipment and land:⁷³

TABLE IV
STATE APPROPRIATIONS FOR YEARS 1900-1910

YEAR	BUILDING & EQUIP.	SUPPORT	INSURANCE	REPAIRS	LAND
1900	32,000	13,000	--	--	--
1902	11,500	27,000	1,500	--	--
1904	21,500	27,000	1,500	--	--
1906	9,500	27,000	1,500	2,000	10,000
1908	3,000	32,000	1,500	2,000	--
1910	--	50,000	1,500	2,000	--
Totals	77,500	176,000	7,500	6,000	10,000

In this same report regarding State Appropriations to the Institute for buildings, equipment, and land, Dr. Stephens also took the occasion to point out to the state that the town and Parish of Lafayette had made the following

⁷³Sixth Biennial Report of the Southwestern Louisiana Industrial Institute, Lafayette, Louisiana, 1912, p. 7.

donations:⁷⁴

Twenty-five acres of Land, given by private citizen	--\$ 2,500
Cash donation from the Police Jury of Parish	-- 3,000
Cash donation from citizens and town Council	-- 5,000
Tax of two mills, ten years, town & Parish	-- 77,000

TOTAL	\$ 87,500
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In this report Stephens also said to the General Assembly:⁷⁵

From this it is seen that the amount of local donations for buildings, land and equipment, given by the people of Lafayette at the outset, it equal to the sum of all the State appropriations ever made for these purposes in the twelve years of the schools existence.

The treasurer's report as submitted to the General Assembly for the period April 1, 1910 through March 31, 1912, by Dr. Stephens indicates a balanced report of \$74,565.20 of receipts and disbursements shown in table in appendix.⁷⁶

The annual meeting of the Board of Trustees dated May 26, 1913, Dr. Stephens reported a prosperous year's work of the Institute in all departments.⁷⁷ The number of

⁷⁴Ibid., p. 7.

⁷⁵Loc. cit.

⁷⁶Sixth Biennial Report to the General Assembly by Southwestern Louisiana Industrial Institute, 1912, p. 14.

⁷⁷Minutes of the Board of Trustees of Southwestern Louisiana Industrial Institute, Monday, May 26, 1913, pp. 37-42.

students enrolled for the school year then ending was 313, not counting ten special students taking the telegraphy course at night. The number of graduates for the session receiving regular diplomas representing four years of study at the Institute in the Academic Industrial course was eighteen. The number of graduates from the Teachers' Course, representing the same standard of advancement as the Academic Industrial course, but concentrating in the fourth year upon pedagogic studies, and receiving the regular diploma was sixteen. There were thirty-four graduates who received diplomas. Besides these, there were seven students who completed the commercial course, representing one year and a half of study at the institute, and who received certificates from the department to that effect; there were likewise from the Stenography department thirteen students completing the course and receiving certificates from that department.⁷⁸

He further reported in particular that during the session of 1912-13, the Institute had almost doubled its value to the State by the establishment of a two-year course for teachers in domestic science and art, with graduation from an approved high school, or its equivalent, a pre-requisite for admission, thereby raising the standard

⁷⁸Loc. cit.

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of the school about three years. For this department six excellent students had entered the first year of the course in 1912-13, and would be candidates for graduation, as teachers of domestic science and art in May, 1914.

He further reported that during the past session a professor of biology and bacteriology had been employed for the first time in the history of the Institute; that one of the classrooms had been converted into, and equipped for, a biological laboratory; that the Southern Pacific Railway Company, which for the past seven years had been maintaining the department of Telegraphy and Railroad service in the Institute, by an annual donation of \$1,020, which had been paid to the experienced train dispatcher employed as instructor in that department, had, without notice to the Institute, discontinued this donation. He recommended that unless the donation be restored, the department be discontinued.

Dr. Stephens, as far back as 1914, had visions of having the school to operate for twelve months in the year. On the subject of "School Twelve Months in the Year", the president, in his annual report to the General Assembly, for the period ended 1914, made the following observation.⁷⁹

⁷⁹ Seventh Biennial Report of the Southwestern Louisiana Industrial Institute, Lafayette, Louisiana, 1914, p. 13.

The greatest economy achieved by schools in modern times has arisen from the movement to use the school buildings and equipment three-thirds of the year instead of two-thirds. This is being done in many other states and cities, with excellent effect, and it has for a number of years been tried in our own State, at the State Normal School in Natchitoches and the Industrial at Ruston. I believe that it should no longer be deferred in this institution. A very large percentage of the students who desire to attend here could do so in the summer more readily than they can in the fall or winter.

The school is also more largely patronized by school teachers than ever before, whose best time for going to school is during their summer vacation. The Institute would undoubtedly be half again as effective if it were running its regular session during the summer. I therefore recommend this plan for your approval and request a forty per cent increase in the allowance made for maintenance to cover the cost of the additional term. The school now runs eight months in the year, with a brief summer normal term supported largely by special appropriations from the State Board of Education and by local appropriations.

In this same annual report of 1914, Dr. Stephens strongly recommended a New Normal School. He wrote: ⁸⁰

In regard to the recommendation made by State Superintendent Harris in his current Biennial Report to Your Excellency and the General Assembly, I beg leave to demand first the full development of the capacity of the State Institutions now existing. Recognizing the need, which undoubtedly exists, for a much larger number of trained teachers than are now being supplied to the State, I recommend that a special appropriation of \$10,000 a year be made to provide additional members of the faculty of this Institution for the training of teachers. With this increase for that purpose, and with the present facilities for training teachers now possessed by this Institution, I feel warranted in the opinion that not less than 100 trained teachers a year, with a full professional class of two years can

⁸⁰ Ibid., p. 14.

be delivered to the State from this school.

A balanced budget was presented to the General Assembly for the period ended March 31, 1916. The treasurer's report for the period 1915-16 as it appeared in the eighth biennial report indicates an operating budget of \$107,749.83.⁸¹

Curriculum Offerings. Dr. Stephens in the first session offered courses of study at Southwestern that were of interest and at the same time of practical assistance to all students. He secured the help of Dr. Brown Ayres, Dean of the College of Technology at Tulane University in planning the courses of study for the Institute. Courses offered at this first session were: language, history, mathematics, science, music, drawing, gymnastics, and manual training. These subjects were explained in the following manner:⁸²

Language includes Writing, Spelling, Stenography, English Literature, and French; History includes General History, American History, and Civil Government; Mathematics includes Arithmetic, Algebra, Book-keeping, and Geometry; Science includes Geography, Physiology, Physics, and Chemistry; Music includes Singing as part of the regular course, and the study

⁸¹Eighth Biennial Report of the Southwestern Louisiana Industrial Institute, Lafayette, Louisiana, 1916, p. 15.

⁸²Southwestern Louisiana Industrial Institute Catalog, 1901, pp. 15-16.

of the Piano, Violin, Cornet and other orchestral instruments--extra; Drawing is Free-hand, Instrumental, Mechanical, Design, Color-work, cast-drawing, and Composition; Gymnastics, includes regular exercises in the Gymnasium with apparatus, out-door sports, and games; Manual Training for Boys consists of Bench-work in wood, wood-carving, Woodturning, Pattern-making, Molding, Forging, and Machine-shop work; and Manual Training for Girls includes Sewing, Draughting, making Garments, Costume-design, Domestic Science, Cookery, Household-sanitation, and care of the sick.

In each of the four industrial courses the students devoted a third of their time to the industrial or manual training branches. The domestic sciences and manual training courses extended for three years while the course in stenography and typewriting covered two years and the commercial courses one year. Dr. Stephens made a point of requiring the subjects of mathematics and English because he believed that these subjects were the most necessary and important educational subjects for those pursuing industrial branches. The president further reserved the right to approve the electives.⁸³

Two other curricula were added by Dr. Stephens during the 1904 session: One in agriculture of three years length, and a two-year program in telegraphy. Agriculture was desirable because of the predominance of farming in the Southwest area. At the time this course was added to the

⁸³Southwestern Louisiana Industrial Institute
Catalog, 1902-1903, p. 14.

program of studies, there were few agricultural courses offered in the high schools and preparatory schools of the State.⁸⁴

Summer Normal School for Teachers Made Available.

It was evident that Stephens was very determined to achieve his ambition for establishing a department for the training of teachers. In the third biennial report to the General Assembly for the years 1904-1906, President Stephens wrote as follows:⁸⁵

I have long considered the question of recommending the establishment in the Institute of a department for the training of teachers, but have not done so because of the greater primary demands of other departments . . . The demand of the State for trained teachers for the rapidly increasing number of public schools has become much greater than the supply, compelling either a wholesale importation of teachers from other states or the retaining of untrained teachers at home. This matter has been made the text of a serious discussion in the recent report of the State Superintendent of Public Education, who says that the demand for teachers is already seven times as great as the supply and becoming greater, and he submits the problem to your honorable body for solution . . . I therefore call to your attention the fact that it would require only a thrifling increase in appropriations . . . to make of the Industrial Institute a full-fledged Normal School . . . besides retaining all of the present useful and valuable industrial features as part of

⁸⁴Second Biennial Report of Southwestern Louisiana Industrial Institute to the General Assembly, 1904, pp. 9-10.

⁸⁵Third Biennial Report of Southwestern Louisiana Industrial Institute to the General Assembly, 1904-1906, pp. 9-10.

the regular courses of instruction . . . The Industrial Institute has in the past been compelled to turn away a large number of prospective students who wish to become teachers.

Should you consider favorable this recommendation, I suggest the following additional appropriations . . .

For training Teachers' salary--	
\$1500 per year	\$ 3,000
For four grade teachers' salaries, each \$500 per year	2,000
For necessary additional equipment, desks, supplies	500
	<hr/>
TOTAL	\$ 5,500.

This would be, in effect, establishing a Normal School for this small amount.

In 1908, President Stephens sent a second request to the General Assembly, the first request having failed. Again Stephens concentrated on the need of reorganization to include a Normal School, and this time he was successful.⁸⁶

As a result of the efforts of President Stephens and in cooperation with the state, Southwestern announced a Nine weeks' Summer School for the months of May 31--July 31, 1909, which was to be under the direction of the Board of State Institute Managers. This announcement was in the form of a circular addressed "to teachers and those

⁸⁶ Fourth Biennial Report of Southwestern Louisiana Industrial Institute to the General Assembly, 1906-1908, pp. 8-9.

desiring to become teachers."⁸⁷ The circular said:⁸⁸

You will be taught all the common school subjects and also how to teach them. There will be two courses given in each of the following subjects: Arithmetic, English Literature, Geography, History, Physiology, Physics, Chemistry, Drawing, Singing, and the Theory and Practice of Teaching. There will be a Model School in which not less than five grades will be taught, for illustration of the best methods of teaching and for practice-teaching by the student teachers. And there will be lectures and addresses from time to time during the term by able men and women among the leaders of the teaching profession.

The effort will be made to give you, just as nearly as possible, the equivalent of a whole term's work at a regular normal school . . . If you do not yet hold a teacher's certificate, your course will prepare you to try the examination for one . . .

It has been announced by the State Department of Education that a certificate from this summer school will entitle the person holding it to a credit of fifteen per cent in advance upon any examination such person may undertake during the present year to obtain a teacher's certificate; or that it will entitle such person to a credit towards a diploma in the Southwestern Louisiana Industrial Institute, or in any other State Institution, for the corresponding work in those institutions, without examination.

There were two hundred and sixteen teachers and prospective teachers who took the course of nine weeks. This figure was a testimonial as to the importance and need of additions to Southwestern Louisiana Industrial Institute. As a consequence, President Stephens in his

⁸⁷Jochem, op. cit., p. 77.

⁸⁸Ibid., pp. 77-78.

1910 Biennial report to the General Assembly said:⁸⁹

I am heartily in favor of thus making the Industrial Institute serve the States school system, not only during the summer, but in all sessions, and would therefore suggest and recommend that, if this be deemed advisable, an additional appropriation for maintenance be allowed sufficient to provide for the employment of four more teachers in the present faculty of the Institute, who, in connection with the regular academic subjects now taught here, would give a thorough training in the theory and practice of teaching, at a great saving to students and to the State, and without injury to the State's great central institution especially devoted to the training of teachers.

Dr. Stephens made it quite clear that the summer normal school course was only for those . . . "who were already seriously endeavoring to become teachers and who expect to try for the examination for the certificate at the end of the session of the Summer Normal School."⁹⁰

Students of the summer school were given thorough academic, industrial, and professional teacher-training courses, which were duly recognized as college credits or Carnegie "Units", leading towards graduation in the Institute or in any standard college.⁹¹

The faculty for the summer normal school as published

⁸⁹Fifth Biennial Report of Southwestern Louisiana Industrial Institute to the General Assembly, 1910, pp. 9-10.

⁹⁰Ibid., p. 43.

⁹¹Southwestern Louisiana Industrial Institute Catalog, 1912, p. 14.

in the Institute Bulletin of May, 1909, was as follows:⁹²

E. L. Stephens, Conductor
 C. A. Ives, A. S. Bush, Mrs. W. S. Harris, Miss
 Julia M. Rochefort, R. C. Groesbeck, Miss
 Katherine Kopman, Miss Mattie D. Embree, Miss
 Grace Ballantine, Miss Henrietta Lewis, Miss
 Willie C. Garrett, Miss Clara R. Emens, and
 Mrs. Fannie Ramsey, Matron.

With the rapid growth of the summer sessions,
 President Stephens felt that the state should assume the
 financial obligations for the operation of the summer
 school. He indicated in the biennial report of 1912 to
 the General Assembly what such an operation would cost as
 follows:⁹³

SUMMER SCHOOL OF 1911

State Institute Board	\$ 2,000.00
City Council, Lafayette	750.00
Police Jury, Lafayette	350.00
Parish School Board	350.00
Total	\$ 3,450.00

SUMMER SCHOOL OF 1912

State Institute Board	\$ 2,000.00
City Council, Lafayette	1,000.00
Police Jury, Lafayette	500.00
Parish School Board	1,200.00
Total	\$ 4,700.00

In addition, he said: "I especially urge this
 because it is inequitable for the State to take so

⁹²Institute Bulletin, Volume VI, Number 1, May, 1909.

⁹³Sixth Biennial Report of Southwestern Louisiana
 Industrial Institute to the General Assembly, 1912, p. 9.

disproportionately large a maintenance fund for general purposes from local sources. . . as it now receives from the Town and Parish of Lafayette for the support of these normal schools."⁹⁴

Creation of Teacher Training Department. It was evident that the Teacher-Training Department was becoming more and more important. Dr. Stephens, always cognizant of the needs of education in the Southwest area, concentrated his main efforts towards upgrading the educational level of the populace. This could only be done by making qualified teachers available to the increasing number of schools. This objective continued to be his main concern throughout his career at Southwestern.

Although Stephens had a remarkable capacity for doing things according to rules and policies, like any other individual he also made mistakes. Such an incident happened when he attempted to have the graduates of Southwestern accepted as qualified teachers by the school boards of the state without being required to take a state examination before being given a Louisiana Teachers' Certificate. Dr. Stephens and other administrators at Southwestern passed a resolution without the State Board of Education's

⁹⁴Memorandum in University of Southwestern Louisiana Papers, and Presidential Papers, 1912.

approval. This resolution provided that students of South-western completing the course of study in Teacher-Training should be awarded "A First Grade Teachers' Certificate, valid for five years, without examination. . ."⁹⁵

This resolution over-extended the power of South-western's administrative staff and displeased Superintendent T. H. Harris very much. Superintendent Harris wrote Dr. Stephens, "You will be lucky now if your training department is not abolished altogether. You played the devil."⁹⁶ However, because of the strong determination of Stephens, the teacher-training program was given a favorable vote by the State Board of Education.

By 1915, there were four teacher-training courses offered at the Institute. All of them required high school graduation or its equivalent for admission. These courses were two years in length. Students completing the Teacher-Training courses were awarded a special Diploma, which was recognized by the State Board of Education. This Diploma entitled the graduate to a first-grade teachers' certificate without examination and authorized the graduate to teach the subject or subjects named in the certificate in

⁹⁵Ibid., p. 11.

⁹⁶Letter, T. H. Harris to Edwin L. Stephens, August 19, 1912, Stephens Papers, Louisiana State University Library, Baton Rouge, Louisiana.

the schools of the State.⁹⁷

Program of Studies in Teacher-Training at the Institute for 1915-16. The programs of study for the four teacher-training courses as they appear in the college catalog for the session 1915-16, and the number of forty minute periods per week devoted to that study are reflected in the following tables.

TABLE V
TEACHER-TRAINING COURSE, AGRICULTURE
AND FARM MECHANICS⁹⁸

FIRST YEAR		SECOND YEAR	
English	5	English	5
Farm Accounting	5	School Administration	3
Mechanical Drawing	5	Surveying	5
Woodwork	10	Farm Architecture	5
Agriculture	20	Animal Industry	20
Trigonometry	5	Special Methods	3
Agricultural Drawing	5	Farm Building & Machinery	10
Forging	10		

⁹⁷Southwestern Louisiana Industrial Institute Catalog, 1914, pp. 33-34.

⁹⁸Southwestern Louisiana Industrial Institute Catalog, 1915, pp. 68-69.

TABLE VI
TEACHER-TRAINING COURSE IN
HOME ECONOMICS⁹⁹

FIRST YEAR		SECOND YEAR	
English	5	English	5
Psychology	5	Pedagogy	3
History of Education	5	Practice Teaching	2
Costume Design	5	Biology	4
Textiles	2	Institutional Management	1
Food Production	4	Dietetics	3
Principles of Cookery	6	Gardening	1
Elementary Clothing	6	Dressmaking	4
Chemistry	4	Experimental Cookery	6
Household Design	2	Bacteriology	4
Lingerie Sewing	6	Home Nursing & Invalid Cookery	2
Home Management	3	Care & Feeding of Children	3
		Domestic Laundering	2
		Millinery	6
		Demonstration Cookery	6

⁹⁹Ibid., p. 74.

TABLE VII
TEACHER-TRAINING COURSE IN COMMERCE¹⁰⁰

FIRST YEAR		SECOND YEAR	
English	5	English	5
Psychology	5	Special Methods	5
History of Education	5	Practice Teaching	10
Commerce	20	Stenography	20
General Methods	5	School Administration	5

TABLE VIII
TEACHER-TRAINING COURSE IN
ELEMENTARY EDUCATION¹⁰¹

FIRST YEAR		SECOND YEAR	
English	5	English	5
Trigonometry	5	American History	5
Physiology	5	Agriculture	5
Art	5	Writing	5
Gymnastics	5	Special Methods	5
History of Education	5	Practice Teaching	10
Principles of		Civics	5
Psychology	5	School Administration	5
Political Economy	5		
General Methods	5		
Educational Psycho-			
logy	5		

¹⁰⁰Southwestern Louisiana Industrial Institute
Catalog, 1915, p. 84.

¹⁰¹Ibid., p. 87.

Other Courses Offered. In addition to the four teacher-training courses for the session 1915-16, Southwestern offered classes in the Commercial Course, the Stenography Course, and in the Academic-Industrial Course. The Commercial Course was intended to teach the student the fundamental principles of bookkeeping and accounting. The requirements for admission to the Commercial Course were completion of the first half of the ninth grade or the equivalent. Students completing the Commercial Course and Stenography Course were eligible to receive a certificate from the Institute. The program of studies for this one year course is shown in the following table.¹⁰²

TABLE IX
COMMERCIAL COURSE

FIRST YEAR		SECOND YEAR	
English	5	English	5
Arithmetic	5	Arithmetic	5
Business Practice	5	Commercial Law	5
Writing	5	Writing	5
Bookkeeping	20	Bookkeeping	20

The Stenography Course offered by the Institute had as its main purpose to prepare students to become competent

¹⁰² Southwestern Louisiana Industrial Institute Catalog, 1915, p. 61.

stenographers. The same requirements for admission existed as for the Commercial Course.

Military Training at the Institute. When World War I came, an issue arose as to whether the Institute should seek to develop a unit of the Students Army Training Corps; and it was resolved to do so.¹⁰³ President Bruce R. Payne of Peabody College who was regional director for the Southern Area in this war training, declared that a unit here would be granted if assurance were given that the members admitted to the corps should have the equivalent of a high school graduation as a pre-requisite for admission. This was agreed and notice was given that the Students Army Training Corps unit would begin on October 7, 1918.¹⁰⁴

In line with the special program just mentioned, the Southwestern Industrial Institute bulletin of 1918-19 stated that, "Military drill. . . is given for all boys in attendance."¹⁰⁵ In addition a course was added to the teacher-training course in agriculture and farm mechanics entitled, The War Course in Practical Farming. The purpose of this course was, "to speed up efficiency in food

¹⁰³E. L. Stephens, "How Southwestern Louisiana Institute Became a College," The Southern Association Quarterly, November, 1937, p. 453.

¹⁰⁴Loc. cit.

¹⁰⁵Institute Bulletin, July, 1918, p. 6.

production, making use of boys too young for prospective military duty during the period of the war. . . . One of the requirements for admission for this course was at least two years of practical experience on the farm and education enough to read and understand the textbooks on agriculture and farm building. Also, the boy must have reached the age of sixteen.¹⁰⁶

The bulletin of 1918-1919 also stated that, "the course does not and cannot lead into any of the other courses given at the Institute."¹⁰⁷ The Student Army Training Corps was a major influence in the transition of Southwestern Louisiana Industrial Institute into a full-fledged college. Courses thereafter were increasingly directed in accordance with college standards.

¹⁰⁶Seale, op. cit., p. 21.

¹⁰⁷Institute Bulletin, July 18, 1919, p. 14.

CHAPTER IV

STEPHENS AS PRESIDENT OF SOUTHWESTERN LOUISIANA INSTITUTE (1921-1938)

Name of School Changed. The Louisiana Constitution of 1921 authorized the changing of the name of the school from Southwestern Louisiana Industrial Institute to Southwestern Louisiana Institute of Liberal and Technical Learning,¹ and was placed under control of the State Board of Education, thereby abolishing the old Board of Trustees. As a result of being placed under control of the State Board of Education, money was provided by the Legislature for annual maintenance.² The constitution also designated Southwestern as one of the institutions of higher education of the State of Louisiana.

Southwestern Grants Bachelor's Degree. Beginning with the 1920-21 school term at Southwestern Louisiana Institute, two years were added to the college-level Academic Course, thus making it a four-year course leading to the Degree of Bachelor of Arts. Similarly, four-year

¹Constitution of Louisiana, 1921, Article XII, Section IX, p. 135, June 18, 1921.

²The Vermilion, Volume XXXV, Number 12, Friday, January 7, 1938, p. 4.

courses were now made available in home economics and in education, leading in these cases to the degree of Bachelor of Science. During this school term, Southwestern Louisiana Institute also granted its first bachelor's degree.

Since this was the beginning of four year courses leading to degrees in Bachelor of Arts and Bachelor of Science, the following divisions are given to show exactly what the picture was at Southwestern Industrial Institute for the beginning of the 1921-1922 school year.

A College of Arts and Sciences. A College of Arts and Sciences offered four-year curriculums leading to the degree of Bachelor of Arts, the degree of Bachelor of Science. Two-year or junior college curriculums were available in agriculture, mechanical arts, and in pre-medical and pre-legal preparation for the junior classes of other institutions.

Contents of Curriculum. The curriculum leading to the Bachelor of Arts degree required eighteen quarter hours of English Composition, English and American Literature; eighteen of foreign language; eighteen of history; nine of social science or psychology; fifteen of a laboratory science; six of physical-education activity; fifty one of free electives; thirty-six of a major and twenty-seven of a minor subject selected from the following: English,

French, Latin, Spanish, history and political science, education, sociology, and economics, mathematics, commerce and business administration--total--198 Quarter Hours.

The curriculum leading to the Bachelor of Science Degree required the following: nine quarter hours of English Composition; twelve of mathematics, eighteen of French or Spanish; nine of history or social science; six of physical education activity; fifty one of free electives; fifteen of one laboratory science at freshman-sophomore level, thirty-six of a major and twenty-seven of a minor subject selected from the following: agriculture, biology, chemistry, domestic science, engineering, mathematics, physics--Total--198 quarter hours.

Two-Year Curriculum. Regarding the two year curriculums the requirements were as follows:

Accounting: Eighteen quarter hours of English; nine of mathematics; nine of economics; six of typing; and sixty-five of accounting, auditing, business administration and business law--total--107 quarter hours.

Secretarial: eighteen quarter hours of English; twelve of typing; fifteen of accounting; fifteen of shorthand; nine of economics, six of physical education activity, three of business law, five of business administration and twenty-one of electives; total--104 quarter hours.

Pre-Medical: nine quarter hours of English

Composition; twenty-five of chemistry; fifteen of botany and zoology; nine of history; fifteen of physics; nine of mathematics; nine of psychology; and four of freehand drawing--total--104 quarter hours.

Pre-Legal: eighteen quarter hours of English Composition, English and American Literature; eighteen of English and American History; nine of Mathematics; nine of Economics; nine of Political Science; eighteen of Foreign Language; nine of Sociology; three of ethics; and nine of electives--total 102 quarter hours.³

College of Liberal Arts: In 1926, the College of Liberal Arts, formerly the College of Arts and Science, initiated completely prescribed degree curricula (without electives) in agriculture, engineering, and commerce; curricula partially prescribed through the four years in English-foreign language and science-mathematics; and elective curricula--based upon a prescribed freshman-sophomore, liberal-arts program--leading to the baccalaureate degree. Students pursuing the above curricula were preparing themselves for rather definite vocations. The subjects specified for this preparation were:⁴

³Southwestern Louisiana Institute Catalog, July 19, 1923, pp. 34-41.

⁴Southwestern Louisiana Institute Catalog, December, 1927, p. 15.

1. Agriculture--Science
2. Commerce and Business
3. Engineering
4. Home Economics

School of Education. The School of Education in 1923-1924 offered a four-year curriculum leading to the Bachelor of Arts degree or the Bachelor of Science degree, with a major in Education and a major in Home Economics respectively. The Education department also offered four two-year curriculums of the training of teachers for the primary grades, elementary grades, public school music and physical education.⁵

In order to be eligible for the Bachelor of Arts Degree in Education and the Bachelor of Science Degree in Home Economics, the following courses and the number of hours required for each are listed below:⁶

Bachelor of Arts Degree
(Education)

English	18 Quarter hours
Foreign Language (or Lab. Science)	9 "
Social Science	9 "
History	9 "
Psychology	9 "
Physical Education	6 "

⁵Southwestern Louisiana Institute Catalog, July 19, 1923, pp. 34-103.

⁶Southwestern Louisiana Institute Catalog, July 19, 1923, p. 96.

Education (Major)	36 Quarter hours
Two Academic Minors	
of 24 hours each	48 "
Electives	42 "
Total	<u>198 Quarter hours</u>

Bachelor of Science Degree
(Home Economics)

English	18 Quarter hours
Psychology	9 "
Chemistry	15 "
Organic Chemistry	5 "
Biology	15 "
Social Science	9 "
History	9 "
Physical Education	6 "
Education	24 "
Home Economics	36 "
Electives	52 "
Total	<u>198 Quarter hours</u>

Two-Year Curriculums in Education. The two-year curricula included courses meeting the requirements for certification by the State in the areas of Primary Teacher, Elementary Teacher, Public School Music, and Physical Education.⁷

Meanwhile, an important set of changes as to teacher certification by the State are to be noted. By a resolution adopted December 11, 1923, the State Board of Education discontinued the normal diploma and in its place the Louisiana Class III Professional Elementary Certificate was awarded. This certificate was equivalent to the diploma

⁷Southwestern Louisiana Institute Catalog, July 19, 1923, pp. 102-103.

and valid for life.⁸

On September 30, 1929, the State Board of Education passed a resolution providing that ". . . after July 1, 1930, no second and third grade certificates shall be issued; and after September 1, 1931, no first-grade certificates shall be issued and that after September 1, 1930, applicants for high-school certificates shall be required to present evidence showing that they have earned a minimum of six college-session hours in professional subjects, at least two of which shall be in practice teaching in one or more of the applicant's specialized subjects."⁹

School of Education Becomes College of Education.

The name of the School of Education was changed to College of Education during the 1926 school session.¹⁰ The various curricula available at this time were in Lower Elementary Grades, Upper Elementary Grades, Art, Commerce, English-Foreign Language, English-Social Science, Home Economics, Music and Science-Mathematics.¹¹ It was also noted that,

⁸Southwestern Louisiana Institute Catalog, May 1935, pp. 63-64.

⁹Loc. cit.

¹⁰Seale, op. cit., p. 46.

¹¹Southwestern Louisiana Institute Catalog, May, 1927, pp. 77-78.

"the requirements for graduation from any curriculum in the College of Education was the satisfactory completion of 198 term hours or sixty-six college hours of work. Two majors of thirty-six hours each or one major of thirty-six hours and two minors of twenty-four hours each, together with a minimum of thirty-six hours in professional courses." The completion of any curriculum in the College of Education carried with it a professional state teachers' certificate, valid for life, entitling its holder to the privilege of teaching in any school of the state and in high schools approved by the Association of Colleges and Secondary Schools of the Southern States.¹² Southwestern had become a member of the Association of Southern Colleges and Secondary Schools of the South in 1925.¹³

The two-year curricula made available to their graduates a diploma which was "recognized as the full equivalent of the regular diploma of any standard normal school."¹⁴ This diploma entitled "the holder to a Louisiana Teachers' Certificate."¹⁵

¹²Southwestern Louisiana Institute Catalog, May, 1927, p. 76.

¹³The Southwestern Louisiana Journal, January, 1960.

¹⁴Southwestern Louisiana Institute Catalog, July, 1924, p. 113.

¹⁵Ibid., pp. 113-114.

In 1929, the Agriculture program of studies was divided into two curricula: A prescribed Agriculture-Science Curriculum and an elective Agriculture-Commerce Curriculum.¹⁶ It was also in 1929 that the College of Education added a prescribed curriculum in physical education for women.¹⁷ Four years later, 1933, the physical-education curriculum also became open to men students.

The two-year, teacher-training curriculums offered by the College of Education were revised by resolution of the State Board of Education in 1936, which said, ". . . the minimum requirements for certification to teach in the public schools of Louisiana will be the completion of three years (forty-five college session hours) of work effective in 1937."¹⁸ The results of this resolution meant that students entering the fall semester of 1936 were required to complete three years of work in order to be certified to teach in the public schools of the State and beginning in 1940, four years were to be required as the minimum. At this time the three curricula were to be discontinued.

The Extension Division. The Extension division

¹⁶Southwestern Louisiana Institute Catalog, May, 1929, pp. 62-68.

¹⁷Ibid., p. 92.

¹⁸Southwestern Louisiana Institute Catalog, May, 1936, p. 67.

was organized during the session of 1921-22, mainly to help teachers raise the standards of their certificates.

The Institute Bulletin of July 22, 1922, made the following statement regarding extensions:¹⁹

The Extension Department is administered and conducted by a committee consisting of members of the faculty chosen from the college of Arts and Sciences and from the School of Education whose teaching schedules permit them to meet selected classes at convenient centers.

Classes were offered to groups of students at the college levels and teachers in neighboring parishes where arrangements could be made for a sufficient number of students to warrant the organization of a class. For each course taken in the Extension Division there was a fee of ten dollars charged each student. Credits for work done through extension were filed in the Registrar's Office. The Extension Division accepted only applicants who were eligible for admission to the Institute as regular students.

Some regulations pertaining to students and teachers in Extension were:

1. All Classes were organized by the Division of Extension.
2. The amount that any faculty member could earn in fees was limited.

¹⁹Southwestern Louisiana Institute Catalog, July 22, 1924, p. 12.

3. All fees were set by the State Board of Education.
4. The Director of Extension was not allowed to teach or accept fees for organizing classes.
5. All records were kept in the extension office until work was completed at which time the credits were transferred to the permanent record cards of the Registrar's office.
6. Students in residence could not enroll for work in the extension division except upon written permission of the classification committee.
7. The maximum limit of non-residence work which a student could carry was nine term hours.
8. Students could earn through the division of extension a maximum of one quarter of the total number of term hours required for graduation from an curriculum offered by the Institute.
9. Students dropped for unsatisfactory work could not take courses through the Extension Division until they were eligible to re-enter as residence students.
10. Failures made during residence could not be made up by work through the Extension Division.
11. Students who enrolled for correspondence study and later entered for residence courses were required to discontinue their correspondence work until the period of residence was ended or they could get special permission from the committee on standards or their Dean in order to take correspondence work while they were in residence.
12. No correspondence course would be completed in less than six weeks. The correspondence course had to be completed during the year.
13. No work was given by extension for high school work.

The Extension Division inaugurated a system of bus routes to help students living near Southwestern who could not afford to live on campus or drive an automobile. In 1932, there were four routes transporting one hundred forty-three students, who paid fares ranging from a minimum of five dollars per month to a maximum of eight dollars per month. The names of the bus routes and the number of miles

for each route are listed as follows:²⁰

Franklin	--	Lafayette	--	45 miles
Kaplan	--	Lafayette	--	30 miles
Jennings	--	Lafayette	--	42 miles
Opelousas	--	Lafayette	--	25 miles

Fees for correspondence and extension work were put on the lowest possible operating basis because the main purpose of this work was really a public service and not a profit making situation.

Students made application for their examination when all lessons of the course pursued had been completed. Correspondence students could take their examinations either at the Institute or under the supervision of local school officers, preferably Parish Superintendents as designated by the Director of Extension.

Under the leadership of President Stephens, the Institute, which in 1901 had been a small vocational type school below the high school level, progressed to the point that for the session of 1937-1938, full four-year college status had been attained. Recognition of excellence had been received from the Southern Association of Colleges and Secondary Schools, the American Council on Education, the Association of American Colleges, and the American Association of Teachers' Colleges.

²⁰ Jochem, op. cit., p. 139.

Plant Development, (1921-1938). At the conclusion of World War I, the Student Army Training Corps was disbanded; and, of course, the men's dormitory that had been occupied by the Student Army Training Corps was vacant; however, because a greater number of girls than boys was enrolled in school, it was decided that the men's dormitory be given to the girls. The Southwestern Institute Bulletin of July, 1921, stated that, "For the year 1921-22, the young men's dormitory . . . will be assigned temporarily to the use of young ladies . . . while a temporary barracks building will be provided for young men on the site of a new brick dormitory for young men to be provided later. The barracks would contain accommodations for forty-eight young men."²¹

Permanent Buildings Renamed. Twenty years after the opening of the Institute, all of the permanent buildings were renamed. The Main Building became Martin Hall, in honor of Robert Martin, author of Legislative Act 162 of 1898, under which the college was established. He was a member of the original Board of Trustees, and served as Vice-President of the Board from 1901-1909. The first girls' dormitory became Foster Hall, in honor of Governor

²¹Southwestern Louisiana Institute Catalog, July 1921, p. 11.

Murphy J. Foster. The Machine Shop also known as the Arts and Crafts Building, became Brown Ayres Hall, in honor of Professor Brown Ayres of Tulane University, member of the first Board of Trustees of the Institute, and later President of the University of Tennessee. The other Girls' Dormitory was renamed DeClouet Hall, in honor of Paul L. DeClouet of Lafayette, who as a member of the State Legislature was mainly responsible for securing the necessary appropriations for construction of this building for Southwestern.²² Girard Hall, named in honor of Crow Girard and his mother Mrs. M. E. Girard, donors of the original twenty-five acres of land to the Institute, was begun in 1922 and completed in 1923. Girard Hall was erected on the Northwest boundary of the campus. It was a two story building with a basement, with dimensions of 116 feet long by ninety-seven feet through the central depth. This building provided twelve classrooms for the College of Arts and Sciences, two rooms for the library and stackroom, and another room for the accounting department. There were also a dean's office and a study room for the faculty.²³ The college bulletin of 1922 states that ". . . all the buildings on the campus have recently undergone extraordinary repairs, and concrete walks connecting all of them have just

²²Jochem, op. cit., pp. 29-30.

²³Southwestern Louisiana Institute Catalog, July, 1922, p. 14.

been completed.²⁴

There were several farm buildings added during 1921-1922. The chief buildings consisted of a residence for the assistant agriculturist and a residence for the dairyman. The Institute bulletin also mentioned that ". . . an additional building is now being erected to provide an implement and tool room and a model creamery."²⁵

The Home Economics Cottage was erected in 1923. This building was a one-story frame building which provided practice work in connection with home management classes.²⁶

Science Hall was completed in 1925 at a cost of \$40,000. This building was a combination classroom-laboratory structure. The following description was given of this building:²⁷

Science Hall is a new building recently completed and will be devoted entirely to Chemistry, Biology and Home Economics. This structure is one hundred and thirty-two feet long and seventy feet through the central depth. It is being constructed of brick and conforms in architectural design to the other buildings on the campus. On the first floor are lecture rooms capable of seating 100 students, a large

²⁴Ibid., pp. 14-15

²⁵Ibid., p. 15.

²⁶Jochem, op. cit., p. 31.

²⁷Southwestern Louisiana Institute Catalog, June, 1925, p. 27.

laboratory for general chemistry, two special chemical laboratories, laboratories for general Biology, Botany, Zoology, Bacteriology; Balance room, instructors' office and store room. On the second floor is a cooking laboratory, sewing laboratory, textile display room, instructors office, locker room, fitting room, store rooms, and closets.

In 1926, a football stadium was provided and a gymnasium for men was built. This building was a frame-type structure financed by friends of Southwestern.²⁸ The following year, 1927, Buchanan Hall, a dormitory for women, and Judice Hall, a men's dormitory, were built at a combined cost of \$121,250. Both of these buildings were three story brick buildings, with basements, capable of accomodating sixty-four students each. Judice Hall was named in honor of Alcide Judice of Lafayette Parish, one of the gentlemen who was most helpful in obtaining the location of the Institute at Lafayette. Buchanan Hall was named in honor of Captain John C. Buchanan, charter member of the first Board of Directors of the Institute.

The Legislature of 1927 appropriated \$110,000 for an addition to Martin Hall to extend the auditorium and to provide additional space for administrative offices. This work was completed in 1929. The seating capacity of the auditorium was increased from six hundred to over 1000.

The inventory and value of the physical plants of

²⁸Jochem, op. cit., p. 32.

Southwestern Louisiana Institute for the school year 1927-28 as reported to the state by Dr. Stephens placed the amount at \$516,435.00.²⁹

In 1930, thirty acres of land were purchased to be used as a horticultural farm in connection with the Agricultural Department of Southwestern. The Institute Bulletin of May, 1932, gave the following evaluation: ". . . Thirty acres lie on the gravel road a short distance south of the campus and are being developed into a model truck and poultry farm."³⁰

The Exposition Building was built on the Horticultural Farm land by funds provided by the Civil Works Administration. This building is described as being, ". . . a large building, eighty by 100 feet, to be used for community purposes and for housing the South Louisiana Mid-Winter Exposition and Flower Show, and a cattle pavilion to be used for stock shows."³¹

With funds provided by the Works Progress Administration, a building known as the Exhibition Building was erected in 1934. The Exhibition Building, a one story

²⁹See Appendix B.

³⁰Southwestern Louisiana Institute Catalog, May, 1932, p. 28.

³¹Southwestern Louisiana Institute Catalog, May, 1934, p. 27.

frame building with concrete floor and galvanized tin roof, measuring eighty-eight feet by 140 feet, was located on the Horticultural farm. It was used as a livestock barn during the Midwinter Fair, and other times as a dining hall for students of the Cooperative Club.³² The Works Progress Administration, in the spring of 1935, granted sufficient funds to erect a boys' dormitory for members of the Students' Cooperative Club.

A new dining hall, the Oscar K. Allen Dining Hall, was completed in 1935 at a cost of \$50,000, said money being appropriated by the state legislature. The hall was named in honor of former Governor O. K. Allen of Louisiana, in whose term of office it was completed. The year 1935 also saw the following additions to Southwestern as a result of the Works Progress Administration labor:

1. A co-operative Dining Hall for agricultural students.
2. First Co-operative dormitory for agricultural students at a cost of \$10,000.
3. A Cattle pavilion to be used in connection with the Mid-Winter Exposition and Flower Show.

The 180 acre Whittington farm was purchased by Southwestern in 1936. Whittington Hall was located on this farm.³³ The Institute bulletin of May 1937 states that

³²Jochem, op. cit., p. 35.

³³Southwestern Louisiana Institute Catalog, May, 1937, p. 30.

Whittington Hall was "capable of housing thirty men students."³⁴ This hall was later used as a home economics practice residence. The purchase of the Whittington Farm was made possible as a result of a special appropriation passed by the state legislature in 1936, known as the McCullough Bill. It carried an appropriation of \$40,000. The main purpose of this bill was to extend aid to worthy young men who, because of unfortunate circumstances, were unable to pay the usual charges for a college education.³⁵

In 1937, through special grants from the state, an additional thirty-seven acres of land was purchased. This land joined the main campus of the Institute and provided a natural location for future expansion.³⁶ The following year, 1938, the Works Progress Administration built the third co-operative dormitory for agricultural students at a cost of \$10,000. This dormitory was given the name of A. W. Bittle Student Center in honor of Atwood William Bittle, Business Manager of the Institute.³⁷

The years 1900-1938, under the administration of Dr. Edwin L. Stephens, were years of growth and expansion, both

³⁴Loc. cit.

³⁵Louisiana Legislative Act of 1936.

³⁶Seale, op. cit., p. 78.

³⁷Loc. cit.

in land and buildings. In 1900, the Institute began with twenty-five acres, and by the year 1938, owned 422 acres. The building program started with the erection of the Main Building and thirty-eight years later saw a building program geared to meet the needs of the college and community. In addition it should be pointed out that Dr. Stephens from the beginning had certain ideas and plans regarding the architecture of his buildings. The Institute bulletin of May, 1937, makes the following observation: "The buildings are . . . all substantial brick buildings conforming to a uniform architectural type and placed in accordance with a harmonious general plan in anticipation of many years' development."³⁸

Financial Conditions (1921-1938). Dr. Stephens presented the tentative budget of the Institute at the regular meeting of the State Board of Education on July 26, 1927. At the same meeting he made a statistical comparison with the budget of 1926-27 as follows:³⁹

<u>Account</u>	<u>RECEIPTS</u>		<u>Increase</u>	<u>Decrease</u>
	<u>1926-27</u>	<u>1927-28</u>		
State Appropriation	192,500	192,500		
Lafayette Par.Sch.Brd.	4,500	--		4,500

³⁸Southwestern Louisiana Institute Catalog, May, 1937, p.

³⁹Minutes of State Board of Education meeting dated July 26, 1927, pp. 33-38.

RECEIPTS (continued)

<u>Account</u>	<u>1926-27</u>	<u>1927-28</u>	<u>Increase</u>	<u>Decrease</u>
Incidental Fee		7,000		
Departmental Fee		5,000		
Library Fees	21,500	3,000	3,500	
Music Fees		2,000		
Extension Fees		8,000		
Dairy Farm	8,600	8,600		
Miscellaneous	8,000	8,000		
Cash in Bank (Estimated July 1, 1927)	12,600.25	12,000		600.65

EXPENDITURES

I. Administration & Control	31,070	32,030	960	
II. Instruction	149,504.89	152,755	3,250.11	
III. Operation & Maintenance of Plant	33,100	24,500	2,400	
IV. Library	13,150	13,150		
V. Capitol Outlay	14,300	5,675		8,625
VI. Dairy Farm	7,123	7,123		
VII. Miscellaneous	4,524	3,482		1,042
VIII. Contingent Fund	5,958.76	7,385	1,426.24	
Totals	247,730.65	246,100		1,630.35

The Finance Committee of the State Board of Education recommended salary increases for the presidents of the colleges under the control of the State Board of Education at the December 15, 1928 meeting. Members present at this meeting were: Mr. H. H. White, President of the State Board of Education, Mr. Charles P. Martin, and Dr. Glenn J. Smith, Superintendent T. H. Harris also attended. The following salary schedule was recommended to become effective September 1, 1928.⁴⁰

⁴⁰Minutes of State Board of Education Meeting dated December 15, 1928, p. 5.

Louisiana State Normal College	\$ 7,200
Southwestern Louisiana Institute	7,200
Louisiana Polytechnic Institute	7,200
State School for the Deaf	4,000
State School for the Blind	4,000
Southern University and Negro Blind School	4,000
Hammond College:	
For year ending July 1, 1928	1,750
After July 1, 1929	6,000

It is interesting to observe how precise Dr. Stephens was in preparing a budget for the overall operations of the Institute, because the annual report for the session 1927-28 he gives the following statistics regarding the obligations of the State toward support of Southwestern Louisiana Institute:⁴¹

RECEIPTS

<u>Source:</u>	<u>Amount</u>
Federal Government	0
State of Louisiana	\$221,193.69
Student tuition, fees, etc.	21,513.73
Extension Division	6,212.25
Local Parish for Practice School	8,903.87
Other Receipts	18,498.00
Total	<u>\$276,321.54</u>

PAYMENTS (OPERATIONS & MAINTENANCE)

<u>Overhead Departments</u>	
Administration	\$ 24,851.66
Library	11,297.99
Student Welfare	5,768.08
Operation Physical Plant	24,377.29
Maintenance Physical Plant	4,022.26
Total	<u>\$ 82,320.27</u>

⁴¹ Annual Report to the State Department of Education, Baton Rouge, Louisiana, 1927-28, pp. 66-68.

<u>Instruction:</u>		Amount
Salaries		\$130,315.66
Supplies		3,928.86
Other Payments		1,740.03
	Total	\$ 135,984.82
Total Operation & Maint.		\$ 218,304.82
<u>Cooperative Services:</u>		
Extension Division		11,260.74
Other Payments		660.83
	Total	\$ 11,921.57
<u>Capital Outlays:</u>		
Lands		\$ 1,959.18
Buildings		16,408.90
Equipment		16,770.85
Other Payments		1,009.05
	Total Capital Outlays	\$ 36,147.98
	Total All Payments	\$266,374.37

Southwestern was well established by the session 1937-38. Based on the number of students registered, it was ranked second only to Louisiana State University among institutions of higher education in the State.⁴²

In his annual report to the State Department of Education for the session 1937-38, Dr. Stephens submitted the following data regarding the overall operations of the school:⁴³

⁴²Eighty-ninth Annual Report for the session 1937-1938, to the State Department of Education, Baton Rouge, Louisiana, 1939, p. 208.

⁴³Eighty-ninth Annual Report for the session 1937-1938, to the State Department of Education, Baton Rouge, Louisiana, 1939, pp.208-209.

I. Instructional StaffA. Number Employed & Average Salaries

Deans or heads of Departments	21	\$ 3,001.21
Professors	8	2,720.28
Associate Professors	3	2,370.58
Assistant Professors	26	1,996.60
Instructors	30	1,393.83
Special Instructors	22	593.81

Total Employed and Average Salaries 110 \$ 1,757.52

II. Registration of Students & GraduatesA. Students (Registration)

Freshman	599
Sophomore	431
Junior	337
Senior	272
Special	37
Other Groups	2

Total College 1,676

B. Graduates

One Year Education Course	0
Two Year Education Course	36
Four Year Education Course	192
Total Graduates of Education Courses	245
Total Graduates Other Than Education Courses	97
Total Graduates of all courses	342

III. Miscellaneous

Average number of students registered per Instructor	15
Average cost of operation and maintenance per student regis.	\$195.16
Supervising teachers in Practice School	16
Registration of pupils in Practice School--regular session	398

IV. Extension Division

Correspondence Courses	
<u>Registration of Students</u>	
Carried over from pervious year	251
New Registration	496
Total	747

Number completing one or more courses	382
Number at close of year	297
Number courses offered	87
Number courses without registrants	6
Total Fees Paid	\$6,051.00

V. Inventory & Value of Physical Plant

<u>Land</u>	
Number of Acres	440
Present Value	\$ 200,000
Improvements--present value	16,850
<u>Building</u>	
Number Brick	12
Present value--brick	\$ 568.500
Number Frame	33
Present value--frame	92,900
Total number of buildings	45
Total value of buildings	\$ 641,400
Present value of equipment	178,550
Present value of Misc. property	12,500
Present value of all property	\$1,049,300

RECEIPTS

Federal Government	0
State of Louisiana	\$435,000.00
Students (Tuition, fees, etc.)	35,909.65
Extension Division	11,433.45
Local Parish for Practice School	6,300.00
Other Receipts	12,748.80
Total	<u>\$501,391.90</u>

PAYMENTS (OPERATIONS & MAINTENANCE)

<u>Overhead Departments</u>	
Administration	\$ 32,773.31
Library	16,248.65
Student Welfare	9,352.50
Operation Physical Plant	31,666.86
Maintenance Physical Plant	12,373.98
Other payments	12,227.49
Total Overhead Departments	<u>\$114,642.79</u>

Instruction

Salaries	\$195,299.87
Supplies	17,295.34
Total Instruction	<u>\$212,595.21</u>

Cooperative Service
Extension Division

\$ 19,896.06

Capital Outlays

Land	0
Buildings	\$ 69,252.34
Equipment	13,063.27
Total Capital Outlays	<u>\$ 82,315.61</u>

Total Payments \$429,449.67

The following letter written to Superintendent T. H. Harris by Dr. Stephens clearly describes the president as a man who, up to the last months of his tenure in office, continued to show interest and dedication to Southwestern and the field of education. The contents of the letter demonstrated the man's planning ahead of his time and always looking toward the future.⁴⁴

November 22, 1937

Superintendent T. H. Harris
 Members of the Finance Committee of the
 State Board of Education

Gentlemen:

In conference with the Dean of the College of Liberal Arts and the Dean of the College of Education, we have revised our estimate of the amount needed for the proper maintenance and operation of Southwestern Louisiana Institute for each of the years of the next biennium, 1938-39 and 1939-1949, as was requested by Superintendent Harris.

<u>Item</u>	<u>1937-38</u>	<u>1938-39</u>
Administration	\$ 32,662.00	\$ 35,662.00
Instruction	208,400.00	283,384.00
Operation & Maint.	31,000.00	35,000.00
Library	13,581.00	17,500.00
Extension	10,640.00	13,000.00

⁴⁴ Southwestern Louisiana Institute Catalog, December 8, 1937, pp. 21-23.

New Equipment	\$ 3,350.00	\$ 12,000.00
Miscellaneous	5,900.00	6,000.00.
Contingent	8,081.00	11,204.00
Expansion of Lab. School		15,250.00
Trade School		25,000.00
<hr/>		
Total	\$313,614.00	\$454,000.00
Less Fees (Estimated)		29,000.00
		<hr/>
		\$425,000.00

It will be noted that the principal items of increase are for instruction, expansion of laboratory school facilities and Trade School. For instruction, we are making provision for two additional teachers of English, one of Health, two of Music, one of Commerce, one of Speech, one of Agriculture, two of Engineering, one of the Social Sciences, one of Psychology and Education, a full time librarian at the Training School, and a Counselor of Men. We have also included \$9,000 for salary increases. This is to be used to step-up some of the salaries in the lower brackets that are out of line with salaries of others having similar training and experience. We have not provided for any blanket increase of salaries. We have however, made provision for an item of \$5,000 for leaves of absence. This amount is, of course, inadequate for any extensive leaves of absence, but it is sufficient to enable us to grant leaves to a few who have been in the service for a long period of low salaries.

The expansion of training school facilities herein provided for has been explained in a previous memorandum. No explanation is needed of the item of \$25,000 for the Trade School.

For buildings and other permanent improvements Southwestern is in urgent need of the following:

- Elementary Training School
- Completion of Student Aid Projects
- Library
- Men's Gymnasium
- Women's Gymnasium
- Stadium-Dormitory
- Women's Dormitory to Accomodate at least 200 women

Science Building, for Agriculture, Biology,
 Geography, Geology, and Physics
 Dining Hall Wing, to compete present Dining Hall
 Fine Arts Building
 Trade School
 Grading, Lighting, and Utilities for the foregoing

The architect's estimate for the buildings and improvements enumerated above totals more than \$1,700,000, but we are hopeful that they can be secured for \$1,500,000, and we are therefore recommending that the latter amount (\$1,500,000) be asked for. All of the buildings named above are urgently needed, and with the exception of the Training School, we would hesitate to say that one is needed more than the other. It is agreed by all concerned, we believe, that the Training School should take precedence over all other buildings. In fact, it is so urgently needed that we strongly recommend that provisions be made to begin it at once.

Respectfully submitted,

E. L. Stephens,

President, Southwestern Louisiana
 Institute

Faculty and Enrollment Costs to Students and Regulations Affecting College Life (1921-1938). The living expenses in dormitories for the school session 1921-22 totaled \$230.40. This charge included board, room, water, light, heat, service, discipline, laundry, medical attention, medicine, and service of the infirmary. Payments were due in advance on a quarterly basis. The school also maintained a policy for students living off-campus, which read as follows:⁴⁵

⁴⁵ Southwestern Louisiana Industrial Institute Catalog, 1922, pp. 23-26.

At the beginning of each term each boarding student is required to deposit with the Treasurer the sum of fifteen dollars as a personal fund upon which he may afterwards draw from time to time to pay for laboratory fees, textbooks and other necessary expenses connected with his course of study. This amount is estimated to be sufficient for this purpose and includes a general damage deposit of one dollar fifty cents to cover any damage which the student may inflict on the dormitories outside the bedrooms. Damages to the bedrooms or their furnishings are assessed directly against the student inflicting the damage or, if he or she be unknown, such charges are assessed equally against all the occupants of the room. It is understood that no withdrawals from these special personal deposits will be allowed except for the purpose stated; but all unexpended balances of such deposits, or of advance payments for board, will be refunded when the student leaves the Institute.

Parents and guardians are advised to deposit with the Treasurer all funds for their sons and daughters, or wards, whether intended for Institute charges or not. All such deposits in excess of amounts required to meet regular Institute charges for fees, textbooks, etc., are subject to withdrawal by the student himself. . .

The expenses of a student boarding in a dormitory was \$265.40 for the school year 1922-23. In comparison with the cost ten years prior to this semester (1912-13), the cost for a student boarding in a dormitory was over \$100.00 less.

Dr. Stephens was very specific in spelling out exactly what the students living off campus could and could not do. The policy of the Institute regarding these students was as follows:⁴⁶

⁴⁶ Ibid., 1922, pp. 25-26.

Satisfactory board and lodging may be obtained in private homes in Lafayette at prices ranging from \$25.00 to \$30.00 per month. The Institute keeps at the office a list of such homes open to students. While the Institute does not accept entire responsibility for the control or conduct of students boarding outside the dormitory, it does look after their welfare as far as possible. To this end there is a faculty committee whose duty it is to inspect and approve all homes in which students room and board. This committee not only acts in an advisory capacity to such students but seeks the cooperation of the owners of homes in which students live, to the end that conditions conducive to health, good morals, and study may be maintained.

As Southwestern continued to grow and expand, regulations and policies were changed to meet the needs of the increased enrollment. During the last semester that Dr. Stephens was at Southwestern, 1938, it was necessary for the Institute to require that reservations for dormitory rooms be made in advance. A deposit of five dollars was required with each reservation. This deposit was necessary because of the shortage of dormitories. The facilities in 1938 could only accomodate about 100 men and 200 women. No guests were entertained in the dormitories overnight except on Fridays and Saturdays, and then only with the permission of the House Mother, provided there were extra beds available.

Every student who registered was required to pay the following registration fees each semester:⁴⁷

⁴⁷ Southwestern Louisiana Institute Catalog, March, 1937, p. 36.

Incidental Fee	\$ 1.50
Athletics	3.00
Lectures & Concerts	.75
Students' Loan Fund	.75
Vermillion	.50
Library	1.50

Total \$ 8.00

In addition to the above cost there was an additional charge for the yearbook, L'Acadien, amounting to four dollars, and laboratory fees which ranged from one dollar to ten dollars. Students holding high school scholarships were exempt from payment of the incidental fee, library fee, and all laboratory fees, but they were required to pay the following:⁴⁸

Athletics	\$ 3.00
Lectures & Concerts	.75
Students' Loan Fund	.75
Vermillion	.50

Total \$ 5.00

Students who were not residents of the State of Louisiana were required to pay, in addition to the above fees, a tuition fee of \$24.00 for each semester, and \$12.00 for the summer session. There was no change in the dormitory expenses from 1922 to 1937; these remaining \$230.40 per semester.

In order to depict the growth of Southwestern Louisiana Institute from 1901 to 1938, a table showing

⁴⁸Loc. cit.

the enrollment of students by years for the regular sessions, summer normal sessions, and the extension is included in the appendix. The enrollment for the regular sessions increased from 145 for the first year to 1525 for the 1937-38 session; the summer normal showed an increase of 972 students over a twenty-eight year period and the extension division began with fifty-five students in 1922 and for the 1937-38 session showed 920 students in attendance.⁴⁹

At the same time that the student enrollment increased at the Institute, the size of the instructional faculty, naturally, increased likewise. Statistical data regarding the total number of teachers employed and type of degrees held from 1901 to 1938 may be found in the appendix.⁵⁰ It is shown that the number of teachers increased from eight in 1901 to sixty-seven in 1938. In addition, the quality of teachers showed a constant improvement. Dr. Stephens continued to improve the caliber of teachers that he employed because during the early years of the school, the majority of teachers had less than a Bachelor of Arts Degree; and by the time Stephens reached retirement, the majority of teachers on the faculty

⁴⁹See Appendix C.

⁵⁰See Appendix D.

held degrees.

Extra-Curricular Activities. The extra-curricular activities of the Institute, in addition to the regular physical education, included an interscholastic, athletic program for boys in the sports of baseball, track, basketball, and football. During the first session several games of football and baseball were played between the Institute teams and those of other institutions. Dr. Stephens' policy regarding athletic contests in 1902 is stated as follows: "Institute teams will be permitted to engage in athletic contests only with those of other institutions of learning."⁵¹

The Institute Athletic Association Organized. The Institute Athletic Association was organized in September 1902. It was composed of students of the Institute of both sexes and of members of the faculty. Under the management of this association, there were organized teams of football, baseball, basketball, track, and a tennis club. The Interscholastic Athletic and Oratorical Association of Southwest Louisiana was the outgrowth of the Institute Athletic Association. The new association included the high schools of the surrounding area. Under the auspices of this body was

⁵¹Southwestern Louisiana Industrial Institute
Catalog, 1902-03, p. 37.

held the first annual tract meet and the first annual oratorical contest of the schools of Southwest Louisiana. Lake Charles High School won the oratorical contest; the Institute won the athletic championship. By being victorious in athletics, the Institute gained possession for one year of the silver trophy given by Mr. T. M. Biossat of Lafayette, to be awarded to the school whose athletics won five years in succession.⁵²

By the beginning of the 1916-17 school year, the Institute Athletic Association had become a member of the Louisiana Intercollegiate Athletic Association. Other members of this association were the Louisiana State Normal School, Natchitoches, Louisiana; the Louisiana Industrial Institute, Ruston, Louisiana; Centenary College, Shreveport, Louisiana; and Louisiana College, Pineville. Through this association a set of rules and regulations were drawn up under which football, basketball, and baseball games were played; and tennis and track meets were conducted. Except for some minor changes, the extra-curricular program remained basically the same for the remainder of President Stephens' tenure at Southwestern.

Literary Societies. Stephens believed that literary

⁵² Southwestern Louisiana Industrial Institute Catalog, 1903-04, p. 38.

societies because they afforded unexcelled opportunities to the student to cultivate powers of expression, develop habits of quick thinking, and develop powers of oratory. The Attakapas Literary Society was organized at the beginning of the first session. A rival society, the Avatar was organized during the second session. At the end of each school year, each society would put forth its best speakers and debaters in a form of contest. The winner would be eligible for the Julian Mouton Medal. The first session also saw the Institute Lyceum Course inaugurated for the purpose of entertainment and cultural uplift of the student body. The following numbers were offered the first session: Edward F. Elliott, impersonator; Gavin Spence and Flora McDonald, in Scotch song and dance; Dr. C. Alphonso Smith, European travels; and Professor Alcee Fortier, "Paris in 1900."⁵³

The Vermillion. During the 1903-04 session of the Institute, the students organized and published a small school paper called The Vermillion, issued twice a month. The purpose of the newspaper was to circulate the many interesting items of school news and record the various important events of the session's history. The publication

⁵³Southwestern Louisiana Industrial Institute Catalog, 1903-03, p. 35.

also served to develop the art of editorial composition, and therefore, was very helpful to the English and Language Departments.

The students elected their own board of editors, and each class selected its own representative on the staff of the paper. In 1908, it was decided that the student serving as business manager of the Vermillion would be appointed by Dr. Stephens on the basis of merit and ability. The purpose of this move was to encourage, through good management, a profit-making venture to assist toward paying the student's expenses at the Institute. The manager for the session 1908-09 made over \$130.00 in this manner.⁵⁴ The subscription price was fifty cents per year. This charge did not change until the session of 1921-22, when it became one dollar per year. In 1933, The Vermillion became a weekly paper of about four pages and also included was the Rotogravure Collegiate Digest.⁵⁵

L'Acadien. The first student annual, known as L'Acadien, was established and published by the senior class during the session of 1911-12. The first issue was bound in paper, and contained sixty-four pages, the last

⁵⁴Southwestern Louisiana Industrial Institute Catalog, 1909, p. 52.

⁵⁵Jochem, op. cit., p. 165.

nineteen of which were devoted to advertisements. This issue was made up of about twenty group pictures and about thirty individual pictures.⁵⁶

Alumni Society. A Society of the Alumni was formed in 1904. It was composed of eighteen members, who were graduated the previous year and were attending the graduation of 1904. Encouraged by President Stephens, Mr. Pothier Voorhies, of Lafayette, and others were instrumental in adopting a constitution and electing officers. Voorhies became its first president.⁵⁷ At the 1909 reunion, a fund was subscribed by those present to be known as the Alumni Loan Fund. The purpose of this fund was to help worthy students who were unable to fully support themselves at the Institute. The name of the alumni association was changed in 1930 to the Alumni Association of Southwestern Louisiana Institute.⁵⁸

By 1931, many local chapters of the alumni association were being organized throughout the Southwest area of Louisiana. Dr. Stephens and others on the faculty felt that these local chapters were most important in "selling

⁵⁶ Ibid., p. 166.

⁵⁷ Southwestern Louisiana Industrial Institute Catalog, 1904, p. 40.

⁵⁸ Southwestern Louisiana Institute Catalog, 1920, p. 34.

Southwestern". The alumni association, through the Division of Extension, published monthly a bulletin of interest to former students known as The Southwestern Alumni Bulletin.

A form of student government took shape during the 1925-26 session. This organization included the entire student body. By means of its central council, made up of representatives from all the major groups and activities of the student body, the aims of the organization were "to further the highest interests and contribute to the general welfare of Institute students."⁵⁹ Two branch organizations of the Student Government Association were the Women's Student Government Association, organized in 1924, and the Men's Student Government Association organized in 1932. The women's organization was organized to look after the special interests of women students, and the men's organization was organized "to further the aims, objectives and ambitions particular to men students."

Religious Organizations. Religiously speaking, there existed strong organizations of the Catholic Daughters of America, the Young Men's Christian Association, and the Young Women's Christian Association among the students.

⁵⁹ Southwestern Louisiana Institute Catalog, 1926,
p. 33.

These bodies, under the direction of the president of the Institute and with the cooperation of members of the faculty, held regular meetings for the purpose of developing and strengthening the religious and spiritual life of the students. In addition, the Newman Club welcomed to membership all Catholic students, both men and women.

In 1937, Southwestern, through the approval and consent of President Stephens, made available to all its students the usual fraternities, sororities, academic clubs, and other activities. It must be said that Stephens, through faculty participation and counsel, kept very close at all times to the events and happenings of the extra-curricular activities of Southwestern Louisiana Institute.

The Southwestern Library. When Southwestern opened, the library was a single room twenty-five by forty feet, located in the Main Building (later Martin Hall), (Martin Hall has been demolished and replaced with a new building and renamed Martin Hall) and contained 675 volumes. These books were selected with care and with the view of meeting the needs of the different departments. Most of the works were of a literary character, the remainder being historical, biographical and scientific.⁶⁰ Important works of reference

⁶⁰Southwestern Louisiana Industrial Institute Catalog, 1902, pp. 35-36.

found on the shelves during the first year's operations included the following:⁶¹

Webster's International Dictionary; the Standard Dictionary; Appleton's Cyclopaedia of American Biography; Appleton's Universal Cyclopaedia and Atlas; Smith's Dictionary of Greek and Roman Antiquities; and Appleton's Cyclopaedias of Drawing and Applied Mechanics.

In addition to over fifty newspapers that Southwestern subscribed to from both in and out of Louisiana, the following magazines and periodicals were listed:⁶²

The New York School Journal; American School Board Journal; University Record, Tulane University, Southern Trade Journal, New Orleans; The Industrialist, Ruston, Louisiana; The St. Louis Mirror; Rice Journal and Gulf Coast Farmer, Crowley, Louisiana; Ladies Home Journal; American Kitchen Magazine, The Bookman; Literary Digest; Cosmopolitan Magazine; L'Art de la Mode; Outlook; North American Review; Normal Instructor; National Magazine; The Modern Priscilla; Sunset, San Francisco; Art Education; Boston Journal of Education; Louisiana School Review; New York Magazine of Art; Atlantic Monthly; and Congressional Record.

Dr. Stephens worked very hard to build the Southwestern Library because he knew that if Southwestern was to grow, it had to make available to the student body and people of this area something they had not heretofore had. A good library with a variety of reading material was necessary. As a result of the appeals, it did not take long before donations began to arrive at the school.

⁶¹Ibid., p. 36.

⁶²Loc. cit.

By 1904, through donations of friends, the library had grown to nearly 1000 volumes. In 1907, 128 volumes of official records of the Union and Confederate armies during the war of 1861-65 was donated to the library. Also added during this session were another set of the works of Shakespeare, the five twenty volume Windsor Edition; a new ten volume edition of the works of Edgar Allan Poe; the new Encyclopedia Americana; the five volumes of President Roosevelt's Winning of the West; Pepys' Diary in four volumes; a complete set of the reports of the Commissioner of Education, down to that time; and the twelve volumes of the report of the Twelfth Census.⁶³

During the next few years the library continued to receive books from such people as Mrs. John Clegg of New Orleans and Dr. Felix E. Girard and Colonel Gus A. Breaux of Lafayette; however, it was not until 1912 that the library received several valuable gifts, among the more notable were:⁶⁴

The Gustave Breaux Memorial Collection, presented by Mrs. Josephine M. Breaux, of Princeton, New Jersey, in memory of her husband, the late Colonel Gustave Arvilien Breaux, of Lafayette. This gift consists of an annuity yielding \$100.00 for the purchase of such books each year as may be deemed most needed by the

⁶³Southwestern Louisiana Industrial Institute Catalog, 1907, p. 63.

⁶⁴Southwestern Louisiana Industrial Institute Catalog, 1912, pp. 26-27.

Institute, upon the recommendation of the Faculty and the Institute Librarian. . . and accompanying the collection is a splendid life-size crayon portrait-bust of Colonel Breaux.

Mrs. Mary L. Pomeroy, of New Iberia, Louisiana, donated a complete leather-bound set of eighteen volumes of encyclopedia's, published in Philadelphia in the year 1798, in memory of her husband, Richard Alsop Pomeroy, and a portrait of Mr. Pomeroy.⁶⁵

Patrick Mouton, of Lafayette, a student of Southwestern donated a complete set of eleven volumes of Messages and Papers of the President.⁶⁶

A complete set of twelve volumes of the Military History of the Confederacy was given by Major Paul DeClouet of Lafayette in May, 1912. The number of volumes in the library continued to grow every year so that by 1917, there were over 2000 books and by 1923 over 5000.⁶⁷

President Stephens' educational leadership was evident throughout the time he was at Southwestern. For example, in the fall of 1925, when Southwestern was admitted to the Southern Association of Colleges and Secondary Schools, he stated that Southwestern met the

⁶⁵ Southwestern Louisiana Industrial Institute Catalog, 1912, pp. 26-27.

⁶⁶ Loc. cit.

⁶⁷ Jochem, op. cit., p. 131.

standards of American Colleges with regards to the development of its library. By 1924, Southwestern's library, now housed in Girard Hall, contained 8,000 volumes. It was during this same year that Miss Edith G. Dupre', member of the original faculty at Southwestern, donated eighty-seven reference volumes from the library of her brother, Congressman H. Garland Dupre.⁶⁸ To qualify for membership in the Southern Association of Colleges and Secondary Schools, Southwestern employed, for the first time, a professionally trained librarian, Miss Lois Shortess.⁶⁹ Between 1924 and 1938, the year of Dr. Stephens' retirement, the library had more than tripled in size. In fact, after the year 1931, Southwestern, with a total of 26,000 volumes, could boast of having the second largest college library among the state institutions of higher learning in Louisiana, second only to Louisiana State University.⁷⁰

Mr. Charles A. Flack came to Southwestern as chief librarian in 1929. In 1933, Miss Louise Givens Clegg became assistant librarian; and the following year Miss Loma Knighten was added as a second assistant. The Institute bulletin of 1937 stated, "The Library is temporarily housed

⁶⁸Hardy, op. cit., p. 58.

⁶⁹Ibid., p. 59.

⁷⁰Ibid., pp. 57-58.

in Girard Hall pending the future erection of a library building. The equipment of the Library is of the best possible type and has been arranged in an endeavor to produce maximum usefulness."⁷¹

⁷¹Southwestern Louisiana Industrial Institute
Catalog, May, 1937, p. 29.

CHAPTER V

OTHER EDUCATIONAL ENDEAVORS

Louisiana State Public School Teachers' Association:

The Louisiana State Public School Teachers' Association was organized in December, 23, 1892, in Alexandria, Louisiana. Dr. Stephens was a charter member of this association.¹

He also assisted in beginning the Louisiana School Review, the Teachers' Association monthly publication, and was its editor for three years. After being editor for three years Stephens headed a column entitled "Snapshots and a Few Time Exposures" for several years.

He served as President of the Louisiana Teachers' Association for the year 1903. The Association that year held its meeting at Ruston, Louisiana.²

Stephens in addressing the 1932 convention stated that the organization meeting in Alexandria in 1892 was "well attended and most enthusiastic."³ He was encouraged

¹Who's Who in America, XX, 2364. 1938-1939. A. N. Marquis and Company, Chicago, Illinois.

²The Southwestern Louisiana Institute Alumni News, Volume I, December, 1938, p. 15.

³E. L. Stephens: The First Years of the Louisiana State Public School Teachers' Association. Louisiana Schools. October, 1934, p. 18.

by President Thomas D. Boyd to join with other young teachers throughout the state in organizing the Louisiana Public School Teachers' Association.⁴ As a consequence Stephens was an active participant in this organizational meeting. The meeting in Alexandria did not have any program of addresses, only incidental talks on the purpose, which was the organization of the actual profession of teaching in the public schools of Louisiana.⁵

Stephens makes the statement that the older organization, the Louisiana Educational Association was only general in character, including in its membership not only teachers, but prominent friends of education in general. Its main purpose was to break ground and popularize the idea of free public schools. At this first meeting the proceedings were not published and publicity was lacking.⁶

Although records of this first meeting were difficult to locate, an article in the Louisiana Schools dated April, 1928, does reveal the following in a letter

⁴Joel L. Fletcher, "E. L. Stephens", The Boardman, Vol. 5, Number IX, May, 1951, p. 31.

⁵Loc. cit.

⁶E. L. Stephens, "The First Years of the Louisiana State Public School Teachers' Association", Louisiana Schools, October, 1934, pp. 18-19.

to the editor of the Journal:⁷

"A State Teachers' Association was organized here (Alexandria, Louisiana) on Friday, December 23, 1892. . . The Secretary of the Organization did not provide the press with reports of the meetings."

Dr. Stephens attempted to provide a list of those members in attendance at the first meeting by consulting with Mr. J. E. Keeny. The following list resulted from this meeting:⁸

MEMBERS PRESENT AT FIRST MEETING

W. J. Calvitt	D. B. Showalter, Monroe
Jewell Daigre	R. L. Himes
Prof. Wespy, Alexandria	E. L. Stephens, Natchitoches
C. E. Byrd	Miss Marion Brown, New Orleans
Mrs. Mattie H. Williams	J. A. Myers
J. H. Hargrove, Shreveport	J. W. Gordon
J. E. Keeny	B. S. Landis
W. B. Hall	Miss M. W. Maybin
	Mrs. Wespy

At this organizational meeting, Mr. J. E. Keeny, member of the executive committee, with assistance from

⁷ A letter from Dr. E. L. Stephens to the Editor of the Louisiana Teachers' Association. Louisiana Teachers' Association Journal, April, 1928, p. 40.

⁸ Ibid., pp. 40-41.

others present drafted the constitution for the Louisiana State Public School Teachers' Association. This constitution and by-laws as adopted on December 23, 1892, appear below:

CONSTITUTION AND BY-LAWS
OF THE
LOUISIANA STATE PUBLIC SCHOOL TEACHERS' ASSOCIATION

Preamble

To elevate the profession of teachers and to promote the interests of the public schools in Louisiana, we have organized an organization, and hereby adopt the following Constitution and By-Laws.

CONSTITUTION

ARTICLE I -- Name

This organization shall be known as the Louisiana State Public School Teachers' Association.

ARTICLE II -- Membership

Section 1. The membership of this Association shall consist of active and honorable members.

Section 2. The active membership of this Association shall consist of Public School Teachers. The term public school teachers is interpreted to mean all teachers

employed in schools supported wholly or in part by public funds--be said funds state, parish, or city.

Section 3. Honorary Membership shall consist of State and Parish officials and Private School Teachers and such other individuals as the Association may elect. They shall enjoy all the privileges of active members except the right to vote.

ARTICLE III.

Section 1. All active members of this Association should be required to pay an annual fee of two dollars.

ARTICLE IV.

One stated meeting shall be held annually; beginning on such a day and at such place as the Association or its executive committee may determine. Special meetings may be held at the option of the Association or upon the call of the Executive Committee.

ARTICLE V.--Officers

Section 1. The officers of this Association shall be a President, two Vice-Presidents, (one lady and one gentleman,) a Secretary, a Treasurer, and a Ticket Agent.

Section 2. The President and Vice-Presidents shall perform the duties usually devolving upon such officers. The President shall be ex-officio a member of the Executive Committee. He shall sign

all orders on the Treasurer.

Section 3. The Secretary shall keep the minutes of all meetings and read them when called for by the Association. He shall countersign all orders on the Treasurer, and shall issue certificates of membership upon application accompanied by membership fee.

Section 4. The Treasurer shall receive and keep all funds belonging to the Association, pay out the same only on orders signed by the President and Secretary and endorsed by the Chairman of the Executive Committee, and report the condition of the finances at each annual meeting of the Association.

Section 5. The ticket Agent shall secure railroad facilities for the Association and furnish information of the same to persons wishing to attend the meeting.

ARTICLE VI--Standing Committees

Section 1. The standing committees of this Association shall be one Executive Committee consisting of five members, and a Legislative Committee consisting of five members with the addition of the State Superintendent of Public Instruction as an Advisory member.

Section 2. The Executive Committee shall manage the general business of the Association and have sole charge of

same between sessions, call special meetings of the Association, prepare programs of proceeding for the annual meeting, and have the same printed, keep a record of all action of the committee, and report the same at the annual session. It shall meet for organization as soon after elections as practicable, and should elect its own officers.

The chairman shall endorse all orders on the Treasurer, but no order shall be approved for any bill which is not presented within thirty days after the close of the session.

Section 3. The Enrolling Committee shall collect the annual dues, and pay them to the Treasurer and shall prepare lists of the members of each year, classified by parishes, with their post office addresses, and give the same to Ticket Agent and Secretary for the use of the Association and for publication.

Section 4. The Legislative Committee shall consider all measures referred to it by the Association together with such measures as in the opinion of the Committee require legislative action, and report to the Association the results of its deliberations. It shall also endeavor to secure the enactment into laws of such measures as are recommended by

the Association for said purpose.

ARTICLE VII--Elections

The officers and standing committees of this Association shall be elected by ballot at each annual meeting and shall enter upon their duties at the close of the meeting at which they are elected. All the names of persons nominated shall be placed upon a printed slip under their proper headings, and members voting shall strike off all the names but one for Presidents, all but one of each of the remaining officers, and all but five for each standing committee. Tickets containing more than the proper number of names for any office shall not be counted for said office.

ARTICLE VIII--Amendments

This Constitution and the following By-Laws may be altered or amended by a vote of two-thirds of the members present at any regular meeting, provided the notice of such proposed alteration be given in writing on the first day of the meeting and the action on the same be taken on a subsequent day.

BY-LAWS

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1. An Auditing Committee consisting of three persons, shall be appointed by the President on the first day of each

annual meeting. It shall be the duty of this Committee to audit the Treasurer's accounts and report the condition of the treasury of the Association during the meeting.

2. An Election Committee, consisting of five members, shall be appointed by the President. It shall be the duty of this committee to conduct the election for which it is appointed, in due manner prescribed in Article VI of this Constitution.

3. The Election Committee shall have power to appoint local committees whose duty it shall be to make necessary arrangements for the meeting of the Association.

4. The President's inaugural address shall be delivered on the first day of the annual meeting.

5. Any person reading a paper or delivering an address which is afterward the subject of discussion before the Association shall have the opportunity to close such discussion.

6. All papers and addresses read before the Association shall become the property of the Association, and shall be published in the proceedings of the Association; and no paper or address shall be read in the absence of the author without the consent of the Executive Committee.

7. No paper prepared for the day session of the Association shall exceed thirty minutes in length, and no speaker except the person opening the discussion which

follows the reading of the said paper shall occupy more than five minutes unless by vote of the Association.

After the organizational meeting, the Executive Committee met in Alexandria, Louisiana, February 25, 1893, at which time Mr. J. E. Keeny resigned as chairman and was succeeded by W. M. Howe, Principal of New Iberia. Immediately plans were made to hold the next annual meeting in New Iberia during the Christmas Holidays of 1893. Preparations for this meeting were of a more definite nature because a program was partially outlined.

Dr. Stephens in addressing the fortieth annual convention of the Louisiana State Public School Teachers' Association said:⁹

. . . I think it would be fair to state that Professor R. L. Himes of the State Normal School faculty, who for all these years has been associated with the late Colonel Thomas D. Boyd, first at the Normal School and then at the University for more than thirty years, and is now Superintendent of the Louisiana State Penitentiary, was one of those who were most responsible for the organization of this Association. He was a vigorous worker in the pre-organization correspondence, in getting up the Alexandria meeting, and in promoting the organization. . . . It was he and Mr. Himes who led me to go to Alexandria also from the Normal School faculty. But Mr. Boyd himself did not attend the organization meeting.

At this point, however, I should emphasize the indirect obligation that we all are under to that great educational statesman for his part in bringing about the underlying causes which led to this consummation---the getting together of public school teachers in Louisiana. It was Colonel Boyd, a

⁹Louisiana Schools. October, 1934, pp. 22-23.

President of the State Normal School (1888-1896), who brought to Louisiana that great evangelist of popular education, Martin Grove Brumbaugh. This young man was Superintendent of Schools of Huntington County, Pennsylvania. He afterwards became the head of Juanita College, Professor of Education in the University of Pennsylvania, Superintendent of Education in the City of Philadelphia, and Governor of Pennsylvania. Colonel Boyd desired to popularize the Public School movement, through teachers' institutes, usually held in the summer, and public addresses. He appealed to Dr. N. C. Schaeffer, State Superintendent of Education of Pennsylvania, to recommend to him the ablest man he knew for making the subject of public schools development interesting and popular. As a result Schaeffer gave him the name of M. G. Brumbaugh, who accepted Colonel Boyd's invitation to conduct a series of teachers institutes in the state during several summers--1888, 1889, 1890, 1891, 1892. And, he really did yeoman service in these meetings, which were most popular, interesting and seriously instructive for the purposes of public school organization. And these visits of Brumbaugh led to the sending of what I have always called the "Pennsylvania Dutch Infusion" into the ranks of public school teaching in Louisiana. Among those who came to us at that time were: Himes, Keeny and his sister, Miss Laura Kenny (Mrs. Bucklin), Showalter, Landis, Howe and the two Myers. They were all active and skillful teachers, with a true professional spirit, serious-minded, and devoted to public schools. They were all present (except Howe, who ill) and participated in the organization of the Louisiana State Public School Teachers Association. I feel that we should remember that group today with appreciation, and also Brumbaugh--and Boyd.

The occasion was an inspiration to me at a time of life when my susceptibilities and ways of looking at things were probably very much the same as yours are now. And in this attempt to recall and to renew vividly its impress on my mind after twenty-one years, I am glad to feel that I may be helping to perpetuate for you and for New Iberia the memory and influence of a very important event in the history of your community and of our State.

The Louisiana State Public School Teachers' Association. . . was organized at a meeting held in Alexandria during the Christmas holidays of 1892.

where a constitution was adopted and officers were elected; but its first regular meeting with a program was this one held in New Iberia a year later--during the Christmas holidays of 1893.

Address to New Iberia High School. Dr. Stephens was invited to address the graduating class of the New Iberia High School on Friday, January 29, 1915. In his opening remarks to the class, Dr. Stephens said, "I seriously doubt whether anyone of you will be able to recall the occasion of my first visit to New Iberia which was on Tuesday, Wednesday and Thursday, the twenty-six, twenty-seven and twenty-eight of December, 1893, at the convention of the State Teachers' Association, just twenty-one years ago."¹⁰ The subject of his talk on this occasion was to give an account of what transpired at this first meeting and in addition to give various accounts of what he thought of the convention. Part of the address given by Stephens appear below.¹¹

It is always a pleasure to come to New Iberia. Your industrious and substantial city with its incomparable setting in the checkered moon-lit shade of live-oak branches along the beautiful and romantic Teche, and above all, your hospitable and charming people, form an enduring and irresistible attraction.

. . . I am sure that you young ladies and gentlemen

¹⁰Address to the Graduating Class of New Iberia High School, Friday Night, January 29, 1915, by Edwin L. Stephens. "My First Visit to New Iberia", pp. 1-2 (see Appendix E for entire address).

¹¹Ibid., pp. 1-12.

of the graduating class have been thoroughly trained in all of your faculties, and that in order to have acquired all the learning your diplomas imply, you must have good and cultivated memories. And yet I seriously doubt whether any one of you will be able to recall the occasion of my first visit to New Iberia--which was on Tuesday, Wednesday, and Thursday, the twenty-six, twenty-seven, and twenty-eight of December, 1893, at the Convention of the State Teachers' Association--just twenty-one years ago! You were not here then?--No, but you have been enjoying in this school some important consequences of your parents' having been here. . . .

During his address, Stephens told the audience that he had checked his old note books and records and was able to locate various documents in evidence. He presented them with the following printed program of the First Annual Meeting of the Louisiana State Public School Teachers' Association held at New Iberia, 1893.¹²

FIRST ANNUAL MEETING OF THE LOUISIANA STATE PUBLIC
SCHOOL TEACHERS' ASSOCIATION, AT NEW IBERIA,
DECEMBER, 26, 27, 28, 1893.

PROGRAM

First Session -- Tuesday, 4 p. m.
Organization.

President's Inaugural - - - - -Prof. W. J. Calvit, Alexandria
Address of Welcome- - - - -W. J. Burke, Esq., New Iberia
Response to Address of Welcome-Hon. A. D. Lafargue, State
Supt. of Public Education

Business Session

¹²Ibid., pp. 3-4.

Appointment of Committees
Nomination of Officers

Second Session - Tuesday, 7:30 p. m.

Address--His Excellency, Murphy J. Foster, Gov. of La.
Political Economy--Taxation (An Ethical View of) Judge A. C.
Allen, of Franklin, St. Mary Parish
Political Economy--Taxation from a Revenue Standpoint
Prof. James H. Dillard, Tulane University

Third Session - Wednesday, 9:30 a.m.

Grade Work - - - - - Prof. J. V. Calhoun, New Orleans
Teachers' Reading Circles--Prof. R. L. Himes, State Normal
School
Uniformity of Textbooks---Prof. A. G. Singletary, Plaquemine

Fourth Session--Wednesday, 2:30 p.m.

Louisiana School Laws - - Judge Joseph A. Breaux, Iberia
The Teacher ---- Prof. Alcee Fortier, Tulane Univ'ty
Teachers' Responsibilities--Prof. D. B. Showalter, Bastrop

Fifth Session--Wednesday, 7:30 p.m.

Musical Program - - - - - Thirty Minutes
Lecture--"Old Times and New" -- Colonel J. P. Sanford

Sixth Session--Thursday, 9:00 a.m.

Institutes - - - - - Colonel Thomas D. Boyd--President of
State Normal School.

Report of Legislative Committee

Salt Mine Excursion 11:30 a.m. to 1:30 p.m.

Seventh Session - Thursday, 3:00 p.m.

The State as a Factor in Civilization--Col. William Preston
Johnston, President of Tulane University
Report of Executive Committee
Report of Election Committee
Report of Auditing Committee
Selection of Time and Place of Next Annual Meeting.

Eighth Session - Thursday, 7:30 p.m.

Musical Program - - - - - Thirty Minutes
Lecture---"Walk in Rome" - - - - Col. J. P. Sanford

Following the printed program, Stephens further produced some notes that he had recorded at the meeting of December, 1893. A receipt from W. B. Hale, Treasurer, for the funds he had collected as chairman of the Enrolling Committee, which said:

Received of E. L. Stephens, chairman, Enrollment Committee, Louisiana State Public School Teachers' Association, Two Hundred Six Dollars in payment of annual dues collected by Enrollment Committee. (Signed) W. B. Hale, Treasurer.

Stephens continued by saying that his notes and records indicated that he was pleased with nearly everything on his first trip to New Iberia and he cited a few samples:¹³ "The weather is fine." "This Teche country is glorious. John Walet took me for a drive out to his place. Saw trees loaded with ripe oranges. President Calait was apt in quoting Evangeline about it in his address.

Beautiful is the land with its prairies and forest and fruit trees; Under the feet a garden of flowers and the bluest of heavens. Bending above, and resting its dome on the walls of the forest. They who dwell there have named it the "Eden of Louisiana."

"Young Mr. Burke (Nephew of the Parish Superintendent) was graceful and eloquent in his address of welcome-

¹³Address to the Graduating Class of New Iberia High School, Friday night, January 29, 1915 by Edwin L. Stephens, "My First Visit to New Iberia," pp. 6-7.

-measuring up to the expectations created by what Judge Pierson said of him."

"Colonel Sanford is an interesting and amusing old fellow. His description of how the dervishes yanked him up the great pyramid in Egypt (he weighs 300 pounds) was killingly funny."

"Mr. Boyd's paper on Institutes was strong and effective and if his recommendations are carried out, it will prove a great means of improvement for the teaching profession of the State."

"The visit to the salt mine at Avery's Island was a great experience. We went down a shaft nearly two hundred feet deep. We jokingly bade each other good-bye as we started down, but it soon felt like good-bye sure enough. It gives you a sinking of the heart you 'ne'er can feel again'. Myles Brothers, the lessees and managers of the mine, were very hospitable and attentive hosts to all our party."

"It was certainly a disappointment not to get old Himesy elected president. His plan for organizing a State Teachers' Reading Circle was one of the most useful things proposed."

Stephens concluded his address by reading the following quotations, the first from Browning and the other from Professor William James:

BROWNING

"Then welcome each rebuff that turns earth's smoothness rough, That bid nor sit nor stand but go; Be our joys three parts pain, Strive and hold cheap the strain, Learn, nor account the pang--dare; never grudge the throe.

For thence a paradox, Which comforts while it mocks, Shall life succeed wherein it seems to fail; What I aspired to be, and was not, comforts me; A brute I might have been, but would not sink I the scale."

JAMES

"Keep faithfully busy each hour of the working day, and you can with perfect certainty count on waking up some fine morning, to find yourself one of the competent ones of your generation, in whatever pursuit you may have singled out."

The League of Literacy. An unusual development of the decade was the Teachers' Association's sponsorship of an agency which was called "the League for Literacy." It was first proposed by E. L. Stephens who said that, "although the league should be under the auspices of the state teachers' association, membership should be available to all friends of education, whatever and whenever."¹⁴ The duties of a member of the league should be:¹⁵

(1) To report to the secretary all cases in his territory of young or middle age white men over the age of twenty-one years who cannot read and write.

(2) To volunteer the giving of a certain stated amount of his time each week to the work of instructing such persons as may be assigned him by the

¹⁴E. L. Stephens, "The Proposed League for Literacy," Louisiana School Review, XII, (January, 1905), p. 7.

¹⁵Loc. cit.

executive officer of the league.

(3) To contribute a small fee each month for the ordinary expenses that the work of the league may require.

Dr. Stephens proposed to experiment with such a league in Lafayette parish as soon as possible. He planned to seek the cooperation of the banks and public offices (where men frequently had to use the signatory mark in uttering checks and official documents).¹⁶ He also envisioned the executive officer of the league in making assignments of instructors according to his volunteer-list and his subject-list and according to circumstances. By following such suggestions, Dr. Stephens said, "The stimulus to study and the need for education would thus be intensified, and in various ways the whole problem of illiteracy would be loosened up."¹⁷

Stephens spoke of the literate as being responsible and obligated to help the illiterate. He said even with all the great improvements going on in the schools, they could not of themselves entirely correct the evil of illiteracy, for the reason that so many illiterate persons have passed the school age. There was some speculation that if the teachers and school people and those citizens who are

¹⁶loc. cit.

¹⁷Louisiana School Review, Volume XII, March, 1901, p. 12.

always willing to do much for education and the schools were to go earnestly about a work of this character, it "would require only ten to fifteen years to reduce the percentage of illiteracy in the state to a practice zero."¹⁸

In evaluating the illiterate and what effect a mere elementary education would have on the adult, Stephens posed the following:

Again, it may be asked, what is the good of mere literacy? Is it not fatuous to give such elementary instruction to a grown man--merely for the sake of the technicality of taking his name off a list? To that we answer that though more reading and writing is a little thing apparently, it is really a great thing. A man that can read and write ever so little, has at least the key to all recorded knowledge; but the illiterate have almost nothing--they are "stolid and stunned."

At the convention of 1905, which was held in Alexandria, a "commission on literacy" was appointed with Stephens as Chairman.¹⁹ This commission would be composed of one member from each congressional district. Dr. Stephens' plan entailed contributions of teaching time and expense money by members of the association on a voluntary basis. The work of this league attracted favorable attention for a time. Practical work was begun in Lafayette Parish. Superintendent Alleman of Lafayette Parish expressed

¹⁸Ibid., p. 13.

¹⁹Loc. cit.

great interest in the development of the plan and did everything possible to encourage his teachers to work up the proper spirit, both receptive and active, of such a movement in their several communities.²⁰

Comments Regarding League for Literacy. Dr. Stephens received many letters and comments regarding the league for literacy. Some of the comments received were as follows:²¹

N. P. MOSS--"Your proposal--to form a League for Literacy is interesting to me as a citizen and a school officer . . . I will gladly give my assistance toward putting the plan into operation . . .

C. C. KRAMER ". . . The work of the League for Literacy is truly missionary in its character and should be encouraged, Indeed I find much difficulty in making out a boundary between the intellectual and the moral . . . I would be glad to have you point out some practical way in which I could be of service . . . Since the day when local taxation for school purposes was made possible, nothing, in my opinion, has been offered along educational lines that equals in merit this plan of a League for Literacy. . . . The yearning for light among the untaught insures many thousands of pupils for the League to labor . . . from any viewpoint, the League for Literacy seems capable of practical realization

JULIA LESTER DILLON ". . . . Illiteracy that is due to indifference and carelessness is hard to overcome. Illiteracy that is due to environment, to lack of educational opportunity, grasps at the first chance to better itself and soon will be overcome no part of Louisiana can be found which

²⁰ Louisiana School Review, Volume XII, March, 1901, p. 7.

²¹ Louisiana School Review, Volume XII, March, 1901, pp. 14-15.

will show a greater percentage of illiterate men and women than that part lying along Vermillion Bayou, between Lafayette and Vermillion Parishes . . . Absolutely shut off from the English-speaking world . . . and no schools to speak of are these men and women to be blamed for the lack of what they have never been given the opportunity to have? . . . they have no practical use of English after years of school If illiteracy can be conquered if the face of such odds as these, it can be met and conquered anywhere If there are any teachers in Louisiana who hesitate to undertake a school for men and women let them hesitate no longer But some may ask, who pays for this extra time given by the teachers? Answer this question by asking a new one: "Are we ever paid for our best work?"

An article entitled "The League for Literacy Stands Test of Practical Application", written by Dorothy J. Reagan of Avoyelles Parish, appeared in the May issue of the Louisiana School Review. This paper gave a brief account not only of what generally was a positive feeling for the League but the inter-workings of the classes and the school itself. For example, school was held from half past seven to half-past-nine on Monday, Wednesday and Friday nights. The subjects taught were reading, writing, spelling and arithmetic. The work was begun by securing the names of all illiterate persons from country merchants and influential citizens of the community. Next, secure their cooperation, then see the actual people who needed the work. Teachers who taught these night classes stated that the amount of earnest zeal and constant effort shown on the part of these night pupils is surprising. An important factor mentioned was that as a result of night classes,

these pupils seem to have awakened to a deeper interest in, and a closer sympathy with the school work of their neighborhood.²²

At the 1909 convention, Dr. Stephens suggested that the group be dissolved due to lack of participation and interest. The convention went along with this recommendation and its work was assigned to a new standing committee called the "Committee on Investigation of School Problems."²³

When World War I began in Europe, the State Association of Louisiana Teachers threw its support behind a movement to abolish war as a means of settling international disputes.

American School Peace League Department. The meeting of the Louisiana branch of the American School Peace League Department was held in the parlors of the Youree Hotel, Shreveport, Louisiana, with V. L. Roy, President, and E. L. Stephens, Secretary. After the presidents address and the secretary's report, Mrs. Roydan Douglas, President of the Louisiana Federation of Women's clubs delivered an address on "Brain Force, not Brute Force, the pre-requisite to modern civilization." Arthur'

²² Louisiana School Review, Volume XII, May, 1905, pp. 1-2.

²³ The Daily Picayune, (New Orleans), April 2, 1908.

Deerin Call, executive director of the American Can Help the Peace Movement". This department praised President Woodrow Wilson in 1914, for "his peace policy toward Mexico."²⁴

President of Alumni Association of Louisiana State University. Stephens was elected president of Louisiana State University Alumni Federation at the June 16, 1922, meeting. In accepting the nomination as president of the alumni federation, Stephens asked for the earnest support of all the alumni in making the association an active and powerful force, and stated his intention of beginning a campaign in the near future to re-organize the federation. The other officers elected were Miss Daisy Badley, vice-president and Professor B. W. Pegues, Secretary-Treasurer.²⁵

The Alumni luncheon held in the University cafeteria at 1:00 p.m., Monday, June 12, was the best attended affair of its kind in the history of the alumni gatherings. This large attendance was the result of a campaign carried on by Dr. E. L. Stephens to bring back to the campus as many of the older grads as possible.²⁶

²⁴ The Times-Democrat and The Daily Picayune (New Orleans). April 18, 1914.

²⁵ The Reveille, Baton Rouge, Volume XXVII, Number one, June 16, 1922, pp. 6-9.

²⁶ Loc. cit.

The fact that Stephens was elected president of the alumni federation in June, 1922, does not explain fully the several events that led up to this eventful day. It seems that it all started in February, 1922, because it was on this date that Stephens wrote the following letter to the editor of the L.S.U. school paper, The Reveille, suggesting an "old Scouts Column."²⁷

Dear Sir:

I wonder if you would not like to start an "Old Scouts" column in The Reveille? I am beginning to have replies to my "Old Scouts circular of February 12, and I believe that if notes on these returns were published in the Reveille each week, it would help very much to arouse an interest that would result in bringing a larger reunion of old L.S.U. "scouts" on alumni Day this year. And, besides, it might have the effect of getting a few alumni subscriptions to the Reveille. There ought to be some kind of a publication going regularly to alumni and old students, keeping them in touch with the big new doings of the University.

If you will start such a column, I shall be glad to send you some contributions to it every week or two.

Yours truly,
E.L. Stephens, '92.

As a result of this letter, Stephens heard from such men as Dr. Thomas D. Boyd, Frank K. Sims, and "Tot" Duchein.²⁸

²⁷ The Reveille, Baton Rouge, Volume XXVII, February, 1922, pp. 5-7.

²⁸ The Reveille, March 3, 1922, Volume XXVI, Baton Rouge, Number 19, p. 2. (See Appendix F for responses of Dr. Boyd, Frank K. Sims, and "Tot" Duchein.)

Stephens Comments in the Reveille. As soon as Stephens had heard from Thomas D. Boyd, President of the University and a few others, he drafted a letter and sent it to all members of his classes: The following is part of a circular letter sent by Dr. E. L. Stephens where he makes the statement that because of the responses received from many of his classmates, he would use this material for the "old scouts" column in The Reveille.²⁹

Trigentarian Reunion of Louisiana State University
Gazooks of the Early Nineties
Lafayette, Louisiana, February 13, 1922.

Dear Old Scout:

If old "Faro Newell were suddenly walloped on the bean with a force sufficient to knock him almost sensible, and were then waked up by the sound of a smare-drum, he would probably jump to his feet and yell; Company B, fall in: Attention! Left Face! Bates, Billeaud J., Billeaud P., Bourgeois, Block, Breaux, Berzamini, Boudreaux, Broussard, Cross, Gladney, Gustine, Holloman, Jones, F., Jones, R., Levey, Martin, McVea, H., Moss, Newell, D., Norman, D., Norman, M., Sargent, Schwing, Stephens, Strenzke, Young!

Our loved Captain, Charlie McVea, after a splendid career of noble and unselfish service as a physician left us in July, 1920, for foreign service on an unknown shore--and now, fellows, our good old mess-mate, Wilfred Boudreau--whom I saw quietly laid to rest yesterday morning, in the cool and leafy burying ground at Grand Coteau. As I stood beside the grave, along with Martin, of our old Company B, and Willis Prescott, of Company D, I thought again what a pity it is that we old friends of the happy days at Louisiana

²⁹The Reveille, Baton Rouge, Louisiana, February 13, 1922, Volume XXI.

State University don't get together once in a while on the campus of old Alma Mata. We seem to get so clogged up with the alma material interests of life, that we forget the more precious alma material things.

What do we say to our having a great old reunion of the men of the cadet battalions of the early nineties--on next alumni day, this come June? We'll make a day of it--and perhaps break a bottle of grape juice over the prow of the old ship, Louisiana State University, as she launches forth on the illimitable ocean of her wonderful new career of prosperity and expansion. Let's re-une while the re-unioning is re-unible. After we're dead it may be even more inconvenient than it is now; we may be in different regiments and brigaded far apart! Send me a check for about three Sesterces, and if enough of the boys respond, I'll get them to fix us up a special corner in the re-union and banquet hall for the incomparable gang of Gazooks--the highbrow--hobo--crap and hill-billy--O hot tamales of the first half of the tenth decade century at Louisiana State University.

Fraternally yours,

E. L. Stephens, Private
Company B, 1889-1890

As a result of the work done by Stephens in The Reveille and other correspondence and communications, the Alumni Federation, with Dr. Stephens as President, became well attended with interest and participation better than ever.

Alumni Clubs Throughout State Reactivated. Dr. Stephens decided to reactivate the various alumni clubs throughout the state. The Reveille carried the following article in its July 24, 1925 issue:³⁰

³⁰The Reveille, Baton Rouge, Louisiana. Volume XXIX, Number 36. July 24, 1925, p. 4.

For the first time in more than four years alumni of Louisiana State University in the neighborhood of Houma will get together in one body for a dinner in that town at 8:00 p.m. on the twenty-eighth of this month. It is planned to reorganize the old Louisiana State University club there, according to S. B. Latham, Alumni Field Secretary.

Dr. E. L. Stephens, president of the Louisiana State University alumni federation, who also holds the chair of president of Southwestern Louisiana Industrial Institute at Lafayette, will be there to address the meeting. Dr. Stephens has done much in years past to promote intimacy between graduates of the university in after-life, and it is his desire to get the alumni from the local college in close touch and keep alive the sense of a common bond among them.

The Louisiana State University alumni meeting is one of three gatherings of its kind to meet in Houma during the twenty-eighth and twenty-ninth. At noon on the first day former students from Southwestern Louisiana Industrial Institute will hold a gathering of their own. The following morning a Kappa Sigma breakfast is to take place.

Dr. Stephens will attend all three meetings and because of his three-fold affiliations is expected to have a message for each of them.

In June, 1924, at the annual meeting of the Louisiana State University alumni federation, President E. L. Stephens was renominated to succeed himself, and Miss Daisy Badley of Baton Rouge, Vice-president, was renominated to succeed herself.

In addressing the alumni, Stephens urged every member present, upon returning to his home parish, to organize as fully as possible the parish alumni clubs and hold Louisiana State University dinners in the interest of the University during the present session of the Legislature. He also urged alumni to make every effort to be present at

the dedication of the new university on January 2, 1925.³¹

Dr. Stephens Declines Nomination for Fifth Term.

After serving as president of the alumni federation for four terms, Stephens declined a nomination for a fifth term at a meeting of the federation held during commencement week of 1926 in alumni hall. Dr. Roy O. Young was elected new president of the alumni federation to replace Stephens.

The following article gives a detailed account of the various nominees in the race and other information regarding the alumni federation and the names of the new officers for 1926-27:³²

The office of Beverly Latham, recently re-elected secretary of the Louisiana State University alumni association, has been moved from alumni hall on the old campus to the north administration building on the new campus. Mr. Latham is now at work upon the next issue of the alumni news, which will contain the results of the election now being conducted by mailed ballots to choose the officers of the association for the coming year.

Three were nominated for the presidency of the Louisiana State University alumni federation to succeed Dr. E. L. Stephens, class of '92, four times leader of the group, who declined a nomination for a fifth term, at a meeting of the federation held during commencement week in alumni hall.

³¹The Reveille, Baton Rouge, Louisiana, June 13, 1924, Volume XXVIII, Number 31, p. 1.

³²The Reveille, Baton Rouge, Louisiana, June 23, 1926, Volume XXX, Number 30, p. 3.

The three nominated were: W. C. Braden, class of '08, city judge of Lake Charles, nominated by Nichols W. Bowden. Dr. Roy O. Young, class of '90, banker and sugar planter of Youngsville, nominated by Professor B. W. Pegues; and J. E. Smitherman, class of '91, oil magnate of Shreveport, nominated by John E. Cox.

Professor Pegues, class of '95, like Dr. Stephens declined a nomination offer by Dr. J. F. Broussard, Mrs. Byrnie Monget Womack, class of '16-'17, received the sole nomination for vice-presidency of the federation. She was nominated by Professor M. G. Osborn, and will succeed Miss Daisy Badley, class of '15.

The federation gathering approved the re-election of the full time secretary, Beverly S. Latham, made earlier in the morning by the university board of managers.

The presidency of the federation will be determined by a referendum to the more than 3,000 alumni of Louisiana State University who will mail their ballots in during the coming month.

Dr. E. L. Stephens, who first took over the leadership of the federation in 1922, was eulogized for his services since that time by Dr. J. F. Broussard and Mrs. C. E. Coates.

During the four years that Dr. Stephens was president of the alumni federation the membership was increased, the clubs throughout the state were in most part reactivated. Again Stephens displayed that extra spark found in men of his caliber which means simply that he excelled in nearly every activity and function that he undertook to be a part of or party to, in keeping with his philosophy of life.

CHAPTER VI

CIVIC AFFAIRS

The Live Oak Society. Edwin Lewis Stephens was a great admirer of the magnificent live oaks which characterized many areas of South Louisiana. In the 1930's he purchased his first car (a "Beau Nash") and learned the joys of driving. It was during these drives with his wife that the Live Oak Society idea began to take shape. Stephens in an article entitled I saw in Louisiana a Live Oak Growing says, "I have been considering the live oak for some time, and am coming to believe that the world does not realize what a splendid possession it holds in this tree."¹ Stephens does not agree that the live oak should have been named Quercus Virginiana. He thought the tree should have been named for Louisiana rather than for any other state. In speaking of this tree the author says, "I may be wrong, through lack of sufficient acquaintance with floral geography, but I have traveled in the Gulf coastal region quite extensively in the last few years, and I can confidently report that Louisiana has more and

¹ Edwin Lewis Stephens, "I Saw in Louisiana a Live Oak Growing," Louisiana Conservation Review, IV (April, 1934), p. 17.

bigger and better live oaks than any other State."² Although Stephens spoke of various names for the live oak tree he came to the ultimate conclusion that regardless of the name, "the live oak would still be as strong, as stout and sturdy, green and shady; illustrious and consummate, noble and sincere."³ He voiced a protest that people and society just don't see or hear enough of appreciation and thanksgiving for this "incomparable arboreal gift to man."⁴ His personal thoughts about the live oak can be clearly described in the following quotation: "To my mind the live oak is the noblest of all our trees, the most to be admired for its beauty, most to be praised for its strength, most to be respected for its majesty, dignity and grandeur, most to be cherished and venerated for its age and character, and most to be loved with gratitude for its beneficence of shade for all generations of man dwelling within its vicinity."⁵ Finally Stephens said, "why do we not form a Louisiana Live Oak Association and let its membership be composed of the trees themselves."⁶

²Ibid., p. 17.

³Loc. cit.

⁴Ibid., p. 18.

⁵Ibid., p. 19.

⁶Loc. cit.

He volunteered to serve as acting secretary. Stephens suggested that membership be limited to those trees whose age was not less than a hundred years, thus affording a background of "experience, maturity, and wisdom in counsel."⁷ With this limitation, Stephens said that he personally knew of forty-three such trees eligible to qualify for charter membership. He gave a full and descriptive list of the forty-three oaks,⁸ and concluded by saying "if there is no objection, then, the Louisiana Live Oak Association, composed of venerable trees of the age of more than a century, with the foregoing list of forty-three as charter members, is hereby ordained and established. The Chair hears none; it is so ordered!"⁹ The acting secretary also stated that the annual dues be set at twenty-five acorns from each member, to be sent to him on or before January 1.¹⁰ These acorns were to be planted on the Southwestern Institute farm near Lafayette. The establishment of the Louisiana Live Oak Society reveals

⁷Loc. cit.

⁸Loc. cit.

⁹Mrs. Margaret Stephens Jochem, "The Life of Edwin Lewis Stephens," The Southwestern Louisiana Journal, III (January, 1960), p. 27.

¹⁰E. L. Stephens, "I Saw in Louisiana a Live Oak Growing," Louisiana Conservation Review, Volume IV, Number II, New Orleans, Louisiana, April, 1934, p. 22.

to the writer that Stephens had a sense of humor in his own way.

Stephens in listing the charter members of the association put the Locke Breaux Live Oak as number one. He said that this tree, which was located on the right bank of the Mississippi River four miles above Hahnville in St. Charles Parish, was the most outstanding tree of the highest rank. Its girth four feet above the ground was thirty-five feet; its height about seventy-five feet; its spread 166 feet. These dimensions were taken on January 22, 1932, with the owner of the tree, Samuel Locke Breaux of New Orleans. An interesting observation was made by Stephens about Samuel Locke Breaux. He said that Breaux was a grandson of Samuel Locke of Boston. During the Civil War, Locke equipped a regiment of infantry for the Confederacy which was commanded by Gustave Breaux, father of Locke Breaux. The same family includes the English philosopher, John Locke.¹¹

Stephens aroused a great deal of enthusiasm with the writing of this article. He invited friends of the Live Oak everywhere to communicate with him, giving location and measurements of great live oaks in their vicinity. He also invited friends of the organization to send contributions

¹¹Ibid., p. 19.

to a bibliography for the Live Oak Association.

Objectives of Live Oak Society. There were several objectives mentioned by the Live Oak Society, which appear below:¹²

1. To collect and plant "annual Dues" and other live oak acorns, to provide plenty of young saplings for distribution to all who may desire them.
2. To encourage the planting of live oaks at home places, either single trees or in avenues and groves.
3. To study the botany of the live oak, its growth and measurements, the character of its diseases, and insect enemies.
4. To increase popular interest, making the public more aware of the beauty of the live oak and its value in the landscape.
5. To encourage care, protection, tree surgery and all means for the welfare of the tree.
6. To discourage the practice of defacing trees with whitewash or advertisements, and of destroying them unnecessarily to make way for streets, walks, or roadways.
7. To encourage the development of a literature of the live oak, with publication of its poems, songs, and history.

The proposal of such an organization as The Live Oak Society was widely hailed with approval. Many letters of appreciation were received. Some people who wrote to Dr. Stephens were: Leon Locke of Lake Charles; H. H. White

¹²Mrs. Margaret Stephens Jochem, "The Life of Edwin Lewis Stephens," The Southwestern Louisiana Journal, III (January, 1960), p. 27.

of Alexandria, President, State Board of Education; John M. Caffery of Franklin; Allen Eaton of the Department of Surveys and Exhibits, of the Russell Sage Foundation, New York; R. B. Mayfield, Editor of The Times-Picayune; Superintendent Nicholas Bauer of New Orleans; President Richard G. Cox of Gulf Park College; President David M. Key of Millsaps College; President Pat Neff of Baylor University and Chancellor Alfred Hume of the University of Mississippi.¹³

H. H. White wrote, "In your proposed Live Oak Society, you have launched a new idea. I expect something to come of it--something worthwhile."¹⁴

John Caffery said, "I am here on account of live oaks. In a way they are my ancestors. My grandfather came to Louisiana a century and a quarter ago as a live oak forest inspector. My family has had a devotion to live oaks amounting almost to reverence."¹⁵

R. B. Mayfield in an editorial in the Times-Picayune, said, "the plan cannot fail to have both aesthetic and sentimental interest for nature lovers everywhere and especially in New Orleans. This live oak association is

¹³ Edwin L. Stephens, "The Live Oak Society," Louisiana Conservation Review, April 1935, p. 26.

¹⁴ Ibid., p. 27.

¹⁵ Loc. cit.

to be composed, not of human tree lovers, but of the trees themselves--a thought recalling our childhood days when great trees became giants and ogres and even moved about in the forest."¹⁶

The Constitution and By-Laws of the Society were officially published as of February 1, 1935 and the organization of the Live Oak Society became an established fact.¹⁷

The Times-Picayune in an article dated November 28, 1968, entitled "Famous Old Oak Defies Destruction After Death," tells about the hard fight that Locke Breaux was putting up against burial.¹⁸ Lyn J. Dysant stated that although Louisiana's oldest Live Oak tree died about two years ago of old-age and termites, it would not be buried without a fight. He further stated:¹⁹

It appears that since falling dead branches became a hazard to personnel at the tree's "home", Hooker Chemical Company, Taft, Louisiana. The officials decided the seventy-five foot oak would have to go. So about nine or ten months prior to the printing of this article, tree surgeons started "operating to remove some of the most dangerous branches from the "President" of the Live Oak Society of Louisiana.

¹⁶ Loc. cit.

¹⁷ Ibid., p. 31 (see Appendix G for Constitution and By-Laws of the Live Oak Society).

¹⁸ The Times-Picayune, November 28, 1968, Section one, p. 5.

¹⁹ Loc. cit.

Dysant further stated that five small charges of dynamite were set to try and split the main trunk, but this tree, which has lived for 300 to 400 years, just would not go down. In describing the reason why the tree was so difficult to go down, a spokesman at the construction firm of A. Giambelluca of New Orleans said that the problem was that the whole tree was hallow, deteriorated by termites and hurricanes and "there was a lot of strength in the outer dead wood which wasn't affected by the small dynamite charges." If the tree was solid then a large boring could be made into the center and a big dynamite blast could pull it out of the ground. Every effort was made to try to save the oak. A tree surgeon firm from Baton Rouge, Carter, Horen, and Chapin, were called in but it was impossible.

The death certificate was signed in September, 1967, by A. J. Melancon, St. Charles Parish County Agent, with the Louisiana Department of Agriculture Extension Service. Melancon said at that time that there had been no live leaves on the tree for eight months to a year and there was "no chance of the tree coming back."²⁰

Although Locke Breaux is dead, Hooker Chemical Company has left the tree standing to keep the fame and legend alive.

The Live Oak Sonnet. In preparing the minutes held at one of the meetings of the Live Oak Society, Dr. Stephens wrote the following sonnet regarding the Live Oak:²¹

²⁰ Loc. cit.

²¹ Edwin L. Stephens, "The Live Oak Society", Louisiana Conservation Review, April, 1935, p. 32. (See Appendix H for List of Charter Members and their attorneys.)

The Live Oak
"Quercus Virginiana"

Hail sylvan lord of Louisiana Land,
 Majestic moss-clad live oak green and gray,
 Historian of bayou, gulf and bay,
 along whose banks thy stately shades expand,
 Thy beauty, strength, and character command
 the grateful homage Man must ever pay
 to Nature for the Everlanding yea
 That bids him search and seek to understand.
 What span of life along the slumbrous Teche
 Hast thou enjoyed, or on fair Avery's Isle?
 What changes hast thou known, what stree endured?
 What legends from thire ancient past conjured
 Can all our sense of mystery beguile,
 O leafy oracle forever fresh?

List of Charter Members. The April, 1935, issue of the Louisiana Conservation Review list the charter members, location, size and name of the attorney in order of their size. This list shows that the charter members covered several states and each member was well represented by counsel.

Military Participation. Although Dr. Stephens did not enter the military during World War I, he did make his contribution in other ways. He was chairman of the Lafayette Parish Red Cross Drive in 1917; he organized a unit of the Student Army Training Corps, which trained 106 of its students for army officers. In 1918 he served as chairman of the War Savings Stamp drive and in 1919, was named chairman of the Salvation Army Drive.²²

²²Hardy, op. cit., p. 29.

While a student at Louisiana State University, Dr. Stephens excelled in military science, ranking first in his class of 1892. He received two years of training under Lt. Henry P. McCain of the 2nd Infantry and one year under Lt. Elisha S. Benton. As a cadet in his second year, Stephens was appointed Sergeant Major of the Battalion, and the following year under Lieutenant Benton, was promoted to First Lieutenant and adjutant of the corps of cadets as well as secretary to the commandant.²³ Because of his high academic rank during his junior and senior years he was one of three members of the corps of cadets to be recommended to the war department for appointment as Second Lieutenant in the army from civil life and also one of the five members of the class to be appointed by Governor Foster, of Louisiana, as "Major and Aide-de-Camp" on his staff.²⁴

In August 1897, Stephens was commissioned Adjutant of the Second Battalion, Louisiana National Guard, when they encamped in Shreveport. Later in April, 1898, he was commissioned Captain of the First Regiment of the Signal Corps of the Louisiana National Guard which was being

²³Letter dated February 4, 1917, to Governor Ruffin G. Pleasant. Stephens Papers, January-May, 1917. (A.41 (55) # 403.) Louisiana State University Library, Baton Rouge, Louisiana.

²⁴Southwestern Journal, Volume IV, January, 1960, p. 10.

activated and organized for the Spanish War. However, while he was preparing to mobilize with the regiment, the Secretary of War advised that no militia signal corps would be needed, consequently they were left out.

With World War I rapidly approaching a reality for the United States in 1917, Stephens began to think about his future. In order to properly evaluate the decision which he knew had to be made, he sought the help and advice of a friend of his college days, Governor Ruffin G. Pleasant. In a letter dated February 4, 1917, to Governor Pleasant, Stephens said, "I want to answer the call and serve to the extent of my ability in whatever field or capacity my services might be most useful. I do not wish rashly or unadvisedly to jump at the first drum-tap, nor yet do I wish to set the example of being slow in responding to the country's call--after once concluding that my duty lies in that direction."²⁵

It was under these conditions that he sought the friendly counsel of the Governor. He explained to the Governor his marital situation and the fact that he had three children. He further explained and discussed what had transpired at Southwestern Louisiana Institute during the

²⁵Letter from Dr. Edwin L. Stephens to Governor Ruffin G. Pleasant, February 4, 1917, pp. 1-2.

seventeen years since its beginning. He finally decided that he had to go ask Governor Pleasant to help him get commissioned to a rank and pay suitable to the needs of his family. In addition he wanted to be reinstated at Southwestern upon his return. His final question to the Governor was, "Am I now needed in the military service of our country or should I remain at my present post?"²⁶

Governor Pleasant wasted no time in answering Dr. Stephens. He told Stephens that he did not know how to advise him regarding whether or not to enter the military, however, he did say, "the strong and deep note of patriotism which rang through your letter impressed my very much."²⁷ The Governor further pointed out to Stephens that, although war should be declared against Germany, the naval forces of the United States will be the only arm of the service that will be used for a good while and if the infantry or artillery should be pressed into service he felt sure that the government would arrange for the enlistment only of men between the ages of twenty-one and thirty-five years. So, in reality Governor Pleasant told Stephens two things: (1) If the Artillery and Infantry were needed they would call

²⁶ Ibid., p. 2.

²⁷ Letter of February 7, 1917 from Governor Pleasant to Dr. Edwin Lewis Stephens.

men between the ages of twenty-one and thirty-five. (2) Stephens was forty-four years of age at the time of this letter which meant that he was too old.²⁸

Whatever the reason, Dr. Stephens was not called into the military, nor did he volunteer; instead, he became active in various activities toward the war effort.

Student Army Training Corps. A meeting was called of the Board of Trustees of Southwestern Louisiana Industrial Institute on Wednesday, September 25, 1918. The purpose of this meeting was to discuss the possibility of having a unit of the Students' Army Training Corps established at Southwestern. Members present at this meeting were: Frank G. Mouton, Chairman; Ventress J. Smith, Harvey A. White, C. E. Carnes, Treasurer, and E. L. Stephens, Secretary.²⁹ At this meeting President Stephens reported that following investigation of the conditions upon which units of the Student Army Training Corps were established by the War Department in the various colleges in the country, and in the desire to render the utmost service on the part of the Institute to the cause of the Student Army Training

²⁸Loc. cit.

²⁹Excerpts from the Minutes of the Proceedings of the Board of Trustees of the Southwestern Louisiana Industrial Institute dated September 25, 1918.

Corps in Southwestern he had called this meeting to submit the whole matter to the executive committee. He also stated that he had received approval from the War Department to have a Student Army Training Corp. Stephens called attention to the board that certain conditions were imposed by the War Department before Southwestern could be eligible to have a unit of the Student Army Training Corps. In explaining the conditions and other improvements necessary, Dr. Stephens let it be known to the board that the War Department would bear the expense of all cost. Whatever was necessary to fulfill the requirements of the War Department, Stephens asked concurrence by the board. On motion of Ventress J. Smith, seconded by Harvey A. White, the recommendations of President Stephens were approved³⁰ and he was authorized to proceed.

Immediately upon receiving permission of the board, Dr. Stephens proceeded to recruit the necessary quota of men needed to qualify for the unit. A letter was mailed to the alumni, former students and friends of the Southwestern Louisiana Industrial Institute.³¹

Once Southwestern had received approval for a Student Army Training Corps, it became necessary that certain

³⁰ Ibid.

³¹ See Appendix J.

reports and other correspondence be transmitted between the school and the Army.³²

Because of the outstanding service rendered by Southwestern Louisiana Institute during the first World War, the War Department issued a document to the Institute in recognition of patriotic service.³³

Liberty Loan. Dr. Stephens was asked to accept the chairmanship of the committee from his ward for the purpose of assisting in selling bonds of the Third Liberty Loan. This request came to Dr. Stephens in a letter dated February 28, 1918, from Mr. L. L. Judice, Chairman for Lafayette Parish Liberty Loan Publicity Committee.

The President replied in the affirmative and stated that although he did not believe Mr. Judice had made a good selection, he nevertheless was desirous of doing whatever he could to further the great cause and try to assist in carrying out their plans as fully as possible. During the next two months Stephens attended several organizational meetings and was most instrumental in providing the necessary leadership that put the Third Ward over the top by sixty-six per cent. A copy of the breakdown by wards, the amount of the allotment, number of subscribers and the

³²See Appendix J.

³³See Appendix K.

amount subscribed appears as follows:³⁴

Mr. L. L. Judice, Parish Chairman was very happy about the overall outcome of the drive. He wrote a letter to Stephens thanking him for the very valuable service he had rendered in helping to put Lafayette over the top in the Third Liberty Loan.³⁵

Kappa Sigma Fraternity. In 1924, Dr. Stephens was elected District General Manager (of the eighth District--Mississippi and Louisiana) of the Kappa Sigma Fraternity.³⁶ Doctor Stephens corresponded with other members of the fraternity explaining how he was asked to be District General Manager. In accepting this honor, Stephens asked that the membership support him by having active chapters and cooperation from the alumni. He further explained these two ways by saying that active chapters should try their best:

- a. to maintain the highest Kappa Sigma standards of conduct among the members;
- b. to lead the several colleges in scholarship;
- c. to keep dues of all sorts well paid in advance;
- d. to make all required reports promptly;

³⁴See Appendix L.

³⁵See Appendix M.

³⁶Southwestern Louisiana Journal, Volume IV, January 1960, p. 24.

- e. to send in their chapter letter to the CADUCEUS promptly each month.

He asked the Alumni for a two dollar check to cover a one year subscription to the Caduceus. Dr. Stephens further tells the Alumnus "If you do it you are a . . . saved Kappa Sigma. If you don't you are damned--in a manner of speaking; but we will not forsake you--oh no, Brother, We'll pursue you. You'll be sorry you didn't remit and end the agony."³⁷

Dr. Stephens was deeply honored on Friday, December 10, 1926, when he was invited to be guest speaker and present the Founders Day address for the St. Louis Alumni Chapter of Kappa Sigma Fraternity. His opening remarks set the tone for his entire speech when he said: "I am deeply sensible of the great honor you have done me in inviting me to be your Founders Day speaker--calling me from the remote latitudes of the Gulf Coast in Louisiana to address you in this central city of America."³⁸ He continued, "to your wonderful city of St. Louis, metropolis of the valley of the Atchafalaya, the Vermilion and the Teche--the storied land of Evangeline, the rendezvous of cotton and

³⁷Letter dated October 10, 1924 written by Edwin L. Stephens to Kappa Sigma Fraternity members.

³⁸Founders Day Address, December 10, 1926. (1918-1932), Memorabilia, Volume III, Louisiana State University Library, Baton Rouge, Louisiana.

sugar and rice--the Eden of Louisiana, Acadia, home of the happy."³⁹

Other Civic Activities. Stephens also served as chairman of the War Savings Stamps Drive in 1918; Chairman of the Salvation Army Drive in 1919; and Chairman of the Lafayette Parish Red Cross, which collected \$6,158.10 over its \$10,000 quota during the War.⁴⁰ In addition to the above activities he became the president of the Louisiana Library Association in 1925, and was also honored for his devotion to education by being presented with a life membership in the National Education Association. During this same year he also became a member of the Committee on International Relations with the National Education Association.⁴¹

In 1905, Stephens was helpful in organizing the monthly publication of the Teachers' Association, the Louisiana School Review. He was editor for three years and a contributing editor after that period. His meaningful,

³⁹Loc. cit.

⁴⁰Florent Hardy, Jr., "A Brief History of the University of Southwestern Louisiana." (Unpublished Master's thesis, The University of Southwestern Louisiana, Lafayette, Louisiana, 1969), p. 29.

⁴¹Ibid., p. 30.

yet pleasant and sometimes witty articles were entitled
"Snapshots and a Few Time Exposures."⁴²

⁴² Hazel Sanders Tanner, "Edwin Lewis Stephens, First President of the University of Southwestern Louisiana," (unpublished Research Study, The University of Southwestern Louisiana, Lafayette, Louisiana, 1969), p. 6.

CHAPTER VII

PERSONAL NOTES - THE CLOSING YEARS

This chapter, the final one, covers those years in the life of Dr. Stephens which include marriage, retirement, death and views of his contemporaries. A significant factor in the success of President Stephens' life was his wise choice of an understanding mate. His retirement, based on information gathered, was not entirely voluntarily, and this fact affected him greatly. Finally, the views of his contemporaries concerning Dr. Stephens, give light concerning this man's contributions to education.

Dr. Stephens Marries Member of the Faculty. On July 14, 1902, President Stephens married Miss Beverly Randolph, one of the original faculty members who had come to Lafayette to teach Drawing and Gymnastics.¹ Immediately following the marriage of Dr. Stephens, the Institute proceeded with plans for the erection of the president's residence. This building was completed in 1903.² The

¹E. L. Stephens, "Chronology", Memorabilia, Volume III, Louisiana State University Library, Baton Rouge, Louisiana.

²First Minute Book of Board of Trustees of Southwestern Louisiana Industrial Institute, December 9, 1903, p. 73.

following description was carried on the Southwestern Louisiana Institute catalog for the year ended 1903. "A neat and substantial two-story frame residence for the president of the Institute is nearing completion near the main building on the grounds."³

The first daughter, Beverly Randolph Stephens, was born in January, 1904. In announcing the arrival of their first daughter, Stephens in a letter to his parents wrote, "This is to tell you and all the cousins at your house that a new little girl appeared on the scene in our household yestermorn."⁴

The second daughter, Caroline Parham Stephens, was born in February, 1907; and the third daughter, Margaret Ritz-Randolph Stephens, was born in 1912.⁵

Mrs. Stephens played a great part in the landscaping of the college campus, which many people say is the most beautiful in the State. An article in the New Orleans Item spoke of Mrs. Stephens as follows:⁶

At the bursting forth of spring the gorgeois lavender orchid effect of the redbud triangle, the artistic

³The Southwestern Louisiana Industrial Institute Catalog, 1902-1903, p. 11.

⁴Tanner, op. cit., p. 11.

⁵E. L. Stephens, "Sketch of my Career", Memorabilia, Volume III, Louisiana State University Library, Baton Rouge, Louisiana.

⁶New Orleans Item, November 7, 1938.

grouping of the varicolored azalaes, the white-locust triangle, the shell drive-ways, and the gorgeous yellow and red of the annuals bordering the walks, all attest to the devoted care and attention of Beverly Randolph Stephens.

Side by side with her husband, Mrs. Edwin L. Stephens had worked for Southwestern Louisiana Institute through those past thirty-seven years. Her task had been landscaping the campus. She began with a combination of a hayfield, where a crop actually grew for the money it would bring the college; of a sugar cane field and a cypress marsh that was a bag-hold and pig-wallow. She made it a spot of beauty; as lovely a campus as any college could wish. On that bare, level stretch of ground Mrs. Stephens "started from scratch."

Today a row of live oaks, fifty feet apart, borders the entire campus with an outer row of watermelon-hearts crape myrtle and kohirenteria. There is a beautiful pine court encompassing the front walks and drives. There is a circular drive 250 feet in diameter, in front of Martin Hall, the main building, with a border of box hedge and an inner border of Louis Phillippe roses. There is the ornamental Hernandez Gateway, gift of neighbors, with a lily pool and camellias and azaleas. Beds of Azaleas, other flowers and shrubs, form patterns of beauty all over the campus. The cypress Grove is a tower of beauty for open air college exercises and aesthetic dancing. Forest shrubs in great variety border the grove and the president's residence. Southwestern Louisiana Institute campus in the springtime is one of the glories of the state of Louisiana.

He and his wife were also devoted to the arts. Their congenial tastes and talents made a charming family life which contributed greatly by its example to the exteem in which he was held and to the usefulness he achieved in his professional work.

Retirement. On January 3, 1938, thirty-eight years after he took over as the first president of Southwestern Louisiana Institute, Dr. Stephens submitted his application

for retirement. The following letter was written by Stephens to the President and members of the Louisiana State Board of Education.⁷

On January 3, 1900, I was elected President of Southwestern Louisiana Institute. Through these thirty-eight years I have been in continuous service, and I have just passed my sixty-fifth birthday. Therefore, I have had an unusually long tenure, and am at an age appropriate for retirement.

With the able and devoted assistance of my colleagues in Faculty and Staff, and with your constant encouragement, I feel that I have had a considerable degree of success in building and developing the institution into a standard college of high efficiency. It is so recognized and approved by both regional and national accrediting Associations.

We have now arrived, however, at a critical period of our history, when a building and expansion program to the extent of not less than three millions of dollars is imperative. As you know, my efforts to carry forward this undertaking have been earnest and aggressive. I believe that we now have the promise of substantial success. But I also feel that the prosecution of this financial campaign for the building and expansion program might better be committed to younger and stronger hands than my own. And, in order to give my successor opportunity to prepare this program in time for the coming session of the Legislature, I believe that I should retire at once. Accordingly, I hereby submit to you my application for immediate retirement.

In taking this step I beg to express my deep appreciation of the approval and support that have always been given me by yourselves and, especially, by State Superintendent Harris. Let me also express appreciation on behalf of my wife, Beverly Randolph Stephens, who has assisted me in every way to build the institution

⁷ Minutes of State Board of Education. January 3, p. 10. Baton Rouge, Louisiana.

rendering the particular service of landscaping the campus and making the place beautiful.

Respectfully submitted

Edwin L. Stephens

On January 3, 1938, the State Board of Education granted Dr. Edwin Lewis Stephens his request for immediate retirement. It also named him President Emeritus of Southwestern Louisiana Institute, directed that his full salary be paid for the rest of the current session, namely, to June 30, 1938, and directed that thereafter he be paid the annual sum of \$4,000, as long as he lived.⁸

Several members of the State Board of Education spoke in favor of accepting Doctor Stephens' resignation. The president of the Board, Mr. H. H. White, made the following statement on the resignation of Doctor Stephens.⁹

Dr. Stephens was the first President of the Southwestern Louisiana Institute. He took it as hardly ranking above a grammar school, and leaves it a Class A Standard College of Liberal Arts. He "found it mud, he leaves it marble." He trained the youth who attended the institution, both by precept and example, in virtue, industry and activity of body and of spirit. He fired them with ambition and taught them to disdain every vice as shameful and degrading. He inculcated the truth that there is no blessing which breathes a purer fragrance than education. As Carlyle said, he taught books, which are "after all the true levellers," and he also taught that there

⁸ Minutes of State Board of Education dated February 28, 1938, pp. 10-11.

⁹ Ibid., p. 48.

are "Tongues in trees, sermons in stones, and good in everything"--that there is no "earthly glory equal in lustre and duration to that conferred by education." If there is any title worthy of esteem it is that of a true educator.

From young manhood to mature age Dr. Stephens cherished these ideals. The books, the apparatus, the equipment, the buildings of Southwestern Louisiana Institute are incidents to his unselfish service, but these things are but helps, the work is his. There are many who can say as did Webster of Dartmouth, "It is (or was) a small college, but there are those who love it."

In the words of Horace, he has "built a monument more lasting than brass and higher than the regal site of the pyramids." To the past, present and future students of school we can say: "If you would see his monument, look around you."

The gracious lady, who was his life companion during all the years of his presidency, lent culture and charm to all who came within the sphere of influence of the college, and this culture and charm were greatly added to by that of his accomplished daughters who received their training within its walls.

Dr. Stephens is a widely read scholar in classical literature and in the history and art of the present day--particularly of the South.

He has retired from the Presidency of Southwestern Louisiana Institute before his "eye was dimmed or his natural force abated."

We are sure that he will still be active in writing, in research and in all efforts to enhance the interests of education in the State which he loves so devotedly and which he has served so well. In releasing him from active service, we can truly say of him, "he is one who deserves well of the Republic."

As soon as Dr. Stephens received confirmation from the State Board of Education on his application for retirement, he sent the following communication to State Superin-

tendent T. H. Harris:¹⁰

Your telegram and letter of January 3, 1938, were duly received, informing me of the action of the State Board of Education on that date, granting my request for immediate retirement, naming me President Emeritus of Southwestern Louisiana Institute, directing that my full salary be paid for the rest of the current session, namely, to June 30, 1938, and directing that thereafter I be paid an annual sum of \$4000 as long as I live. And I have now received your letter of January 10, enclosing a copy of the statement by President White, of the Board's appreciation of my services as President of Southwestern Louisiana Institute during the past thirty-eight years.

In hereby accepting this gracious and generous action of the Board, I desire to express to President White and yourself and the members of the Board, my deep and sincere gratitude for their kindness and consideration, and for their flattering estimate of my humble services to the State under their and your able administration.

Asked for a statement, Dr. Stephens had the following to say: "I am deeply touched and humbled at the kindness of the State Board of Education in honoring me with the title of President Emeritus and rewarding me beyond my deservings. Of course, I regret to leave my friends and associates and familiar scenes of my happy labors here during thirty-eight years, but I shall also welcome the rest, relaxation, and change. I hope the future years may prove a sabbatical period, with opportunity for study and travel."¹¹

The Times-Picayune carried the following editorial

¹⁰Minutes of State Board of Education dated February 28, 1938, p. 48.

¹¹The Daily Advertiser, January 3, 1938, p. 10.

on January 5, 1938:¹²

Age brings the retirement of Dr. Edwin Lewis Stephens from the presidency of Southwestern Louisiana Institute but his friends probably will reflect that such an event does not quiet the enthusiasm of a man like Stephens for service to his fellow citizens. At sixty-five he relinquishes the responsibility he assumed as head of a college when he was only thirty, and he will carry into retirement the good wishes of more persons than it is the fortune of many of us ever to meet.

The normal duties incident to the direction of a college, especially one rapidly growing and under-financed, and drain enough upon the time and energies of any president, but the zest and wide interests of Dr. Stephens never have been closely confined. His devotion to his native state and to the South have made him the perennial booster, seizing every opportunity to arouse wider and keener interest in Southern literature, art and history. His activity has carried him into many byways to lend a hand for the betterment of our citizenship. Southwestern Louisiana Institute loses its first and only president up to this time, but the state gains a private citizen greatly devoted to its less material side.

At the Southwestern Louisiana College's annual honors night, Dr. Stephens, the retiring president, presented his successor, Lether Edward Frazar, to the audience. Taking this occasion, when his friends, the faculty, the student body and alumni were gathered, Stephens expressed his deep "appreciation and sincere feeling of the splendid co-operation given him during the time he served as head of Southwestern. Looking over his audience, he saw students and their

¹² The Times-Picayune, Wednesday, January 5, 1938, p. 8.

parents, alumnus of the college who believed so greatly in their Alma Mater that they sent their sons and daughters there to be educated."¹³ Dr. Stephens emphasized that the citizens of Southwest Louisiana in addition to those of Lafayette had been loyal to him and most cooperative. Stephens recalled that from the first when Southwestern was a struggling educational institution until the present day, he had had their loyalty and friendship of the many thousands of men and women and predicted great things for his successor, Lether Edward Frazar, and for Southwestern.

After his retirement, Dr. Stephens and his wife took a cottage at Ocean Springs, Mississippi, where they spent the summer, then moved into New Orleans.¹⁴ During this time he had been working on a research problem for the Louisiana Historical Society, and for the advancement of the Louisiana Live Oak Society which he founded. After moving to New Orleans, he became a member of the Round Table Club.¹⁵

Death. On Saturday, November 5, 1938, Doctor Edwin Lewis Stephens, age sixty-five, President Emeritus of

¹³The Daily Advertiser, Friday, January 7, 1938, p. 2.

¹⁴The Daily Advertiser, November 6, 1938, p. 15.

¹⁵Loc. cit.

Southwestern Louisiana Institute, died at his residence, 1718 Cadiz Street, New Orleans, Louisiana, following a short illness.

Survivors included his widow, the former Beverly Randolph, and three daughters, Mrs. Frederick Hard of New Orleans, wife of the then Dean of Newcomb College; Mrs. Crafton Harris of London, England, and Miss Margaret Stephens of Baton Rouge.¹⁶

Funeral services were held in New Orleans on the evening of November 5, 1938. Services and interment in Natchitoches were set for 8:30 a.m., Sunday, November 6, 1938.

Active pallbearers included Dan Debaillon, T. M. Callahan, J. J. Davidson, Jr., H. L. Griffin, A. W. Bittle, Maurice Heymann, George G. Hughes, all of Lafayette, Louisiana, and Dr. James Monroe Smith of Baton Rouge.¹⁷

Lether E. Frazar, who replaced Dr. Stephens as President of Southwestern, made the following public statement:¹⁸

It is with deep regret that I learned early this morning of the death of Dr. Edwin Lewis Stephens. Dr. Stephens had served as president of Southwestern for

p. 2. ¹⁶The New Orleans States, Sunday, November 6, 1938,

¹⁷The Daily Advertiser, Saturday, November 5, 1938.

¹⁸Loc. cit.

thirty-eight years, during which time he founded and built a great institution. He had served nobly as a citizen and a teacher. The ideals that he stressed, while active head of Southwestern, we will strive to maintain. To the many alumni of Southwestern, we hope to carry on where he left off.

Official representatives of the Southwestern faculty who were present at the funeral services were: President Frazar, Dr. H. L. Griffin, Dean of the College of Liberal Arts; F. M. Hamilton, Dean of the College of Education; J. L. Fletcher, Dean of the College of Agriculture; Miss Edith G. Dupre, Head of the English Department; A. W. Bittle, Business Manager; Miss Emily Huger, Head of the Art Department; Miss Hugh McLaurin, Physical Education Professor; Miss Agnes Edwards, Dean of Women; Mrs. Ruth Girard, Music Professor; George Hughes, Head of the Engineering Department; W. B. Stokes, Head of the Mathematics Department; Dr. Elmer G. Feusse, Head of the Chemistry Department, and Wallace McDougall, Student Body President.¹⁹

The following committee was appointed by President Dalferes of the Alumni Association to attend the funeral at Natchitoches:²⁰ President Dalferes, Congressman Robert L. Mouton; Harvey White, Lecompte; Sam Moncla, Opelousas; Miss Eve Mouton, Natchitoches; Claude Rordam, New Orleans; Joe

¹⁹The Daily Advertiser, Saturday, November 5, 1938.

²⁰The Daily Advertiser, Saturday, November 5, 1938.

Aillet, Natchitoches, and Miss Floyd Hamilton, Lafayette.

The following resolution on the death of Dr. Stephens was drawn up by a committee composed of Miss Edith G. Dupre, F. M. Hamilton and H. L. Griffin, faculty members of Southwestern Louisiana Institute.²¹

WHEREAS, the Eternal Father has decreed our separation on earth from Edwin Lewis Stephens, and

WHEREAS, in his chosen profession he has ministered with wisdom and understanding to countless men and women in the state of Louisiana, and

WHEREAS, all who knew him have been enriched by the unusual qualities of his mind and heart, his high academic ideals, his deep scholarship, and his strong and vivid faith, and

WHEREAS, in his capacity as creator and leader he dedicated his whole life to the shaping of Southwestern's destiny

BE IT RESOLVED, that in his death, the State of Louisiana has lost a constructive citizen, the profession a wise counselor, and Southwestern a devoted friend.

AND BE IT FURTHER RESOLVED, that copies of this resolution be forwarded to the family and to the press.

In the writer's opinion, the following article, written by a student of Southwestern, provides testimony as to the feeling of the student body of Southwestern Louisiana Institute about Dr. Stephens.

The Most Unforgettable Character. Danella Primeaux, speaking of Stephens in an article in the Vermilion Newspaper

²¹The Vermilion, Friday, November 11, 1938, p. 1.

dated September 26, 1947, entitled, The Most Unforgettable Character, wrote as follows:²²

The most unforgettable character that I have ever come in contact with died in 1939, when I was only ten years old. I use that term figuratively, of course, He did not die. He cannot. I never met Edwin Lewis Stephens in the way that we usually think of as a meeting. I never saw him or spoke to him or shook hands with him. He was never aware that I existed as a person and I was not fully aware of his existence until July 10, 1947. On that day I opened the great safe door of the vault under Martin Hall, took out one of the many boxes of letters and papers that collect dust down in the heart of the college and began to see the Life of Southwestern unfold before me. I was looking for material that might be of interest to the public . . . I was searching for letters and records that would be compiled as a history of the college, to be published when she celebrates her fiftieth birthday in 1950.

It is indeed a great man who can, through such common things as grocery orders and letters of recommendations of more than a quarter of a century ago, still reach out and put into the hearts of those who read those documents today something of the humor and bravery and wisdom which were part of his being. Such a man was Edwin Lewis Stephens.

When he was twenty-one years old, he came to Southwestern . . . He constructed the buildings, he peopled them with children who came to him from miles around--many of them bringing little with them but the hope of bettering their lot. All of them left richer for having known a great man.

The years were not kind to Dr. Stephens. He cleared away not only acres, but minds filled with prejudices and hates and ignorance that had accumulated through long years of isolation. He fought not only shortages of money and material and assistance, but poverty of spirit, lack of cooperation and spiteful criticism.

²² The Vermilion, Friday, September 26, 1947, by Danella Primeaux, "The Most Unforgettable Character," p. 4.

His work progressed. It's sternness and constant demand did not turn him into a shell of a man -- callous, hard, lacking in compassion. It only served to bring to the surface more of his magnificent humor and his utter lack of guile. His correspondence is filled with letters to anxious parents informing them of the progress of "Marie's cold," or John's Measels, of Henry's lack of attention in class or Elizabeth's weakness in Arithmetic. He received wedding announcements from everyone of his former students and none of them went by unnoticed. He respected each man and was in return respected by all. He wrote to the farmer about the lack of rain, quoted Latin phrases to his fellow scholars and recited Browning for the students and faculty. He established a system of administration at Southwestern which has been in part responsible for the growth and prosperity of the college. He turned his twenty five acres into an oasis in the desert of ignorance, into a mecca of learning and culture. And, having given, in every sense of the word, his life to an institution and ideal--he died.

They have named the library after him, they have hung his portrait in conspicuous places all over the campus. These are empty things. The greatest memorial to Edwin Lewis Stephens is us. There can be no greater tribute paid to his name and his memoirs than the fact there are on the campus of Southwestern Louisiana Institute today 3,500 students. There can be no more lasting monument than the flesh and blood and dreams of which we are made. We stand as the ultimate achievement of his work . . . The Student Body of Southwestern Louisiana Institute, the monument to Doctor Edwin Lewis Stephens.

When we look back over the years of Southwestern from its inception to 1938, and at the same time, parallel its progress with that of its President, Doctor Stephens, there remains little doubt that the foresight, ingenuity, and true dedication of this man were largely responsible for the rapid rise of Southwestern. In his own intellectual manner he awakened the minds of the Acadian people to a

realization that education was necessary in order for a democracy to succeed and, secondly, and equally as important, that they should be proud of their heritage. He also led them to see that both objectives could be accomplished through education at all levels, the adult level as well as the ages for traditional schooling.

Not only was Stephens concerned with the educational aspect of the school and the building of classrooms, but also with the beautifying of the campus. Just eight months before the first session was to commence, Dr. Stephens planted at regular intervals around the campus live oak acorns, the acorns from which grew the beautiful oaks that stretch in an unbroken row around the area comprising what was the old original campus. There is no doubt that this step to beautify the campus with his own hands, this planting of a border of live oaks, was one of the most significant and far-reaching influences on the life history of the school. The live oak is not only beautiful, but it has great dignity and permanence and was undoubtedly chosen for Southwestern by Dr. Stephens for this fact.²³

Stephens sought first to train young men and women in the essential concepts of good citizenship, in the

²³ The Boardman, February, 1949, Volume 3, Number 2, p. 19.

fundamentals of the liberal arts, and to offer thereafter, in the professional and vocational fields, instruction consistent with their aptitudes and desires.²⁴ Dr. Joel L. Fletcher, in an article entitled "Leadership in Education," spoke of Stephens as follows:²⁵ "He realized that what this section of the state needed was educational leadership of the highest quality and he determined to develop Southwestern into a standard college. He agreed that vocational training has an economic value, but he was convinced that education of the hands alone was not enough and that regardless of vocation or profession, thorough basic education was an essential to success in all fields of endeavor."

Doctor Stephens was a true scholar, educator and friend. His was a task well done, and the quality of thoroughness, which characterized his efforts, has insured a solid foundation for Southwestern Louisiana Institute.²⁶

Perhaps it could very well be summed up when describing the man, Dr. E. L. Stephens, and the type individual he was, by quoting what Joel L. Fletcher said about

²⁴Joel L. Fletcher, "Leadership in Education", The Boardman, Volume III, Number 2, February, 1949, pp. 1-2.

²⁵Ibid., p. 18.

²⁶The Vermilion, Volume 38, Number 20, January 25, 1945, p. 3.

him in an article entitled, "Why Follow That Man:"²⁷

If I were to ask what qualifications a college president should possess, I would immediately try to describe the basic characteristics of Edwin Lewis Stephens. They were (1) Dedication to education and teaching. (2) Foresight, or knowledge of what an institution of learning should be and what it should try to achieve; (3) High standards of his own life, not only for learning by strict adherence to moral principles; (4) Courage to adhere to the path he had charted for his institution, and loyalty to those who worked with him, regardless of the attacks made on him by selfish politicians and others who were more interested in their own selfish aims, rather than in the welfare of the students who attended his college.

Views of Contemporaries. One way of assessing the work of an individual is to solicit comments from those who knew him. The writer has been able to locate a number of people who knew Doctor Stephens. Some responded by mail and others were personally interviewed. Many other distinguished individuals have expressed themselves either by personal interviews or letters to other writers about Dr. Stephens. The writer has made several references in this paper about what these people said.

The statements edited by this writer, revolved around questions asked by the investigator and are summarized under the headings which appear in the paragraphs which

²⁷Article written by Joel L. Fletcher, entitled Why Follow That Man. Le Bocage Verte, Number 29, Lafayette, Louisiana

follow:²⁸

Significant Highlights of Dr. Stephens' Career as an Educator. Dr. Joel L. Fletcher, who was a member of the faculty of Southwestern Louisiana Industrial Institute under Stephens, said Stephens built a four-year college with high academic standards out of the almost elementary grade vocational school of which he was named president.²⁹

Mrs. Joseph Castille Chargois, a citizen of Lafayette, spoke of Stephens as being one of the finest educators that she had ever known, and as she said, "I have known quite a few."³⁰

Mrs. Vesta Richard Bourgeois, also a member of the faculty at Southwestern Louisiana Industrial Institute during Dr. Stephens' tenure, felt that one of the highlights of the life of Dr. Stephens was the manner in which he knew how to choose his faculty. She said he was given free lance in doing that during the first years and as a result had a fine faculty.³¹

²⁸ See Appendix N.

²⁹ Written statement from Dr. Joel L. Fletcher to writer, August 5, 1970, Lafayette, Louisiana.

³⁰ Interview with Mrs. Joseph Castille Chargois, September 17, 1970, Lafayette, Louisiana.

³¹ Interview with Mrs. Vesta Richard Bourgeois, September 17, 1970, Lafayette, Louisiana.

Mrs. Olive Marie Caillouet, faculty member at Southwestern Louisiana Industrial Institute during Stephens' tenure, said the most significant highlight in the career of Dr. Stephens was in the planning and growth of the present University of Southwestern Louisiana.³²

T. H. Harris, State Superintendent of Public Education, made the following comments about Stephens:³³

When what is now known as the Southwestern Louisiana Institute was organized, Stephens was elected its first president. The college prospered under his administration. He maintained high academic standards and promoted the establishment of a good physical plant. He accumulated teachers of ability on the teaching staff, built up an excellent library, and created a fine public sentiment throughout Southwest Louisiana.

Dr. Marcus M. Wilkerson, interviewed by Mrs. Ora Childress, spoke of Dr. Stephens in the following manner:³⁴

Dr. Stephens with men like Colonel Boyd, Colonel Prescott, R.L. Himes and James B. Aswell was we might say, a pioneer in public education in Louisiana. Pioneer because it was not until the latter part of the last part of the last century and the earlier part of this that there was a wide movement for public school education in the state. Those men had to make it possible to prepare the youth of the state for college. Higher education for the rank and file

³²Written statement from Mrs. Olive Marie Caillouet, August 1, 1970, Lafayette, Louisiana.

³³Written statement from T. H. Harris to Mrs. Ora Michael Childress dated November 15, 1939. Childress, op. cit., p. 68.

³⁴Dr. Marcus M. Wilkerson, interviewed by Mrs. Ora Michael Children on November 21, 1939. Childress, op. cit., p. 66.

was not possible until the foundation had been laid in public schools. Dr. Stephens was very active with these men in carrying on this work. Dr. Stephens, therefore, was more than just a college president. He was an educator in a broad sense of the word and in my opinion, he made a definite contribution to education in Louisiana.

Dr. I. P. Foote, member of the faculty at Southwestern Louisiana Industrial Institute under Stephens, wrote as follows:³⁵

Dr. Stephens was gifted with a fine quality in educational administration in that he placed responsibility and accompanied it with adequate authority. Another fine quality in his character was his firm and persistent loyalty to his friends and subordinates. He never shirked or sought to avoid standing by and supporting those engaged with him in mutual responsibility.

Colonel A. T. Prescott, First President of Louisiana Polytechnic Institute and later at Louisiana State University, commented as follows about Stephens:³⁶

My own personal opinion is that his best contribution to education in Louisiana was the development of Southwestern Louisiana Institute from its establishment in 1900. I knew the problems that Stephens had to solve in Lafayette because the same community expectations confronted me when I became the first president of the Louisiana Polytechnic Institute. Both communities expected the newly created state schools located in their midst to serve the needs of primary and secondary education. Neither was ready for a full-fledged college at that time. Stephens' difficulties

³⁵Written statement from Dr. I. P. Foote to Mrs. Ora Michael Childress on November 16, 1939. Childress, op. cit., p. 66.

³⁶Colonel A. T. Prescott interviewed by Mrs. Ora Michael Childress, November 21, 1939. Childress, op. cit., pp. 70-71.

were greater than mine and his tactful handling of his problems is worthy of all praise. First of all he got the confidence and esteem of his people; second he surrounded himself with a staff of assistants well suited to the tasks entrusted to them. At the same time, he secured the support of influential men in public life. To sum up my recollections, I want to say that versatility in its best meaning was his most impressive mental trait. Under his administration Southwestern furnished an appreciable number of trained teachers to supply the insistent demands to build our modern state public school system. He possessed every virtue of our greatest leaders in education and did not prove unworthy of his high trust.

Mrs. Emile Soulier, who worked with Dr. Stephens at Southwestern Louisiana Industrial Institute, said the greatest achievement for Dr. Edwin L. Stephens was in guiding the school from an elementary school to a college. She said without a doubt Stephens was first and foremost an educator.³⁷

Dean Joseph H. Riehl, who was both a student and teacher at Southwestern Louisiana Institute under Dr. Stephens, thought that the most significant highlight of Dr. Stephens was the building of Southwestern. In addition, he said Stephens gave education an impetus which was needed to see the school grow to college level. He was a great mentor, teacher, and friend.³⁸

³⁷ Mrs. Emile Soulier interviewed by writer, December 27, 1970, Lafayette, Louisiana.

³⁸ Dean Joseph H. Riehl interviewed by writer, December 27, 1970, Lafayette, Louisiana.

Mr. S. A. Moncla stated that Dr. Stephens was always cooperative with the student body, faculty and alumni of Southwestern. As Superintendent of the St. Landry Parish Public Schools, he said that on many occasions Dr. Stephens was invited to participate in school functions in St. Landry Parish, and in every instance was most agreeable. In Moncla's estimation Dr. Stephens was a very good college president and equally as important a real friend of the people of the Southwest area of the state.³⁹

Disappointing Events Experienced by Dr. Stephens.

Dr. Joel L. Fletcher thought that continuous harrassment by local Lafayette politicians was very disappointing to Dr. Stephens. Fletcher said the people wanted to use the college for their own personal benefit and glorification, and that the worst obstacle Dr. Stephens had to endure was Jefferson Street, Lafayette, and the people who worked there. Dr. Fletcher added that these people had no idea of the future or what a college should be. He further stated that Stephens had great vision--he had been out in the world and knew what could be expected in Southwest Louisiana during the future years, Dr. Fletcher thought that Stephens'

³⁹ personal interview with Mr. S. A. Moncla, November 24, 1970, Belle Chasse, Louisiana.

greatest support in time of stress came from men like Robert Martin of St. Martinville and Walter Burke of New Iberia.⁴⁰

Fletcher gave the writer the following information regarding the relationship between Dr. Stephens and T. H. Harris, State Superintendent of Public Education:⁴¹

Dr. Stephens had taught T. H. Harris at the State Normal College in Natchitoches when Harris was a student there. Mr. Harris always admired Dr. Stephens' scholarship, but he was a totally different kind of man--more to the practical side. The two were always friends, but never close friends. Dr. Stephens realized Mr. Harris' ability as an educational leader and his skill of using politicians and politics for financial support of education. I drove Dr. Stephens to Baton Rouge the day Mr. Harris notified him that he was to be retired and gave him the terms of that retirement, which were very liberal from the financial standpoint, but a blow to Dr. Stephens' pride and hopes to stay at Southwestern longer. He told me of that relationship on our way home, and said while they were never openly antagonists, that he never trusted Mr. Harris. However, one must realize the Old Gentleman had been given a hard blow and perhaps was not as bitter as he sounded. There is no need to try to compare the records of these two men. In my opinion, each was the greatest our state ever produced in his own field of work.

Dean Joseph H. Riehl thought that the most disappointing event that Dr. Stephens witnessed was the necessity for him to get out of the presidency, he was forced out against his will, and this he could not accept.⁴²

⁴⁰Written statement from Dr. Joel L. Fletcher to writer, August 5, 1970, Lafayette, Louisiana.

⁴¹Loc. cit.

⁴²Personal interview with Dean Joseph H. Riehl, December 27, 1970, Lafayette, Louisiana.

Mrs. Joseph Castile Chargois told the writer that Dr. Stephens was in trouble at one time through political people who were trying to remove him for no other cause than that he did not please them in appointing a doctor. For that reason they brought him to court because of "accusing him of taking milk from the dairy."⁴³

Fernand Mouton, member of the State Board of Education, in the fall of 1923, accused Dr. Stephens with irregularities in Southwestern's budget. The charges made by Mouton against Stephens were:⁴⁴

extravagance and irregular methods in the disbursement of state funds allotted to Southwestern Louisiana Institute, under his direction and supervision, for the maintenance and support of said institution.

general mismanagement of the business affairs of Southwestern Louisiana Institute by him and under his direction and supervision as President and Business Manager.

Stephens submitted the following statement in answer to the above charges:⁴⁵

charges of "extravagance" or "irregularity" or general mismanagement, "without the citation of a single, specific instance, are wholly lacking in gravity and unworthy of consideration or reply.

with reference to an "audit", I will say that the Institute accounts have been audited with regularity

⁴³ personal interview with Mrs. Joseph Castile, September 19, 1970, Lafayette, Louisiana.

⁴⁴ Minutes of State Board of Education, January 1924, Baton Rouge, Louisiana, p. 13.

⁴⁵ Ibid., pp. 14-15.

by the State Supervisor of Public Accounts. No voucher has ever been destroyed, and all minutes, account books and letters have been kept on file.

The State Board of Education found no evidence as charged by Fernand Mouton and declared that Southwestern was in excellent condition, both to its business management, its faculty, student body and general esprit de corps.⁴⁶

Relationship of Stephens with Students and Faculty Members. Mrs. Lizzie Carter McVoy, a member of the faculty under Stephens, stated that in all the years that she knew the faculty of Dr. Stephens at Lafayette, there was never a word spoken against him. She said that he was universally loved.⁴⁷

Dr. Joel L. Fletcher, in speaking about his relationship with Dr. Stephens said that he considered the appointment he received to the Southwestern Louisiana Institute faculty as the greatest honor he had ever received. Stephens, he said, carefully interviewed every person and when he was satisfied of their fitness, he would defend them to the bitter end. The faculty knew this fact and in return gave him their undivided loyalty. There was

⁴⁶Ibid., p. 16.

⁴⁷Personal interview with Mrs. Lizzie Carter McVoy, September 19, 1970, Lafayette, Louisiana.

an air about the Southwestern campus in Stephens' day seldom found on any other.⁴⁸

Judge A. Wilmot Dalferes, who worked with Stephens at Southwestern Louisiana Industrial Institute and later became president of the Southwestern Alumni Association, said Stephens was strict on discipline, and his students respected this. Every Sunday, Stephens would inspect the boys' dormitory and sometimes even at night.

Dalferes spoke of Stephens as a great one for trying to develop a love for good literature.⁴⁹

Mrs. Emile Soulier, a member of the faculty of Southwestern Louisiana Industrial Institute, differed in her opinion of Stephens regarding the relationship with his students. She said he was not too close to them, because he did not have the personality needed to come down to the level of the students. With regards to the faculty, however, she thought the relationship was very good.⁵⁰

Dr. Clyde L. Rougeou, current President of the University of Southwestern Louisiana, agreed with Mrs. Soulier about the faculty, however, he maintained that the

⁴⁸Written statement from Dr. Joel L. Fletcher, August 5, 1970, Lafayette, Louisiana.

⁴⁹Telephone interview with Judge A. Wilmot Dalferes, December 27, 1970, Lafayette, Louisiana.

⁵⁰Personal interview with Mrs. Emile Soulier, December 27, 1970, Lafayette, Louisiana.

relationship with the students was also a good one. In addition, he said that every Monday evening Dr. Stephens would call a faculty meeting. At each of these meetings a senior dean would call the roll. He said Stephens was friendly, close and personal.⁵¹

Political Ambitions of Dr. Stephens. Mrs. Vesta Bourgeois said she did not think Dr. Stephens entertained any ambitions politically, state or local, other than to get what he felt was needed for Southwestern. He went to the State Board to get everything he could and really "stormed" the Capitol trying to get everything that he could and he had the backing of his faculty at all times.⁵²

Dr. Joel L. Fletcher spoke of Dr. Stephens as being completely hands off in politics. He said his cousin, Mrs. John Overton, and her husband, the Senator, gave him protection for many years from moves to get him out of office. Fletcher said Stephens may have wanted to become President of Louisiana State University, but would never have done anything to hurt his dear friend and almost God-father, Thomas D. Boyd of Louisiana State University, for he was one of the few scholars ever to serve as president of a Louisiana

⁵¹ Personal interview with Dr. Clyde L. Rougeou, December 27, 1970, Lafayette, Louisiana.

⁵² Personal interview with Mrs. Richard Bourgeois, dated September 19, 1970, Lafayette, Louisiana.

educational institution and an able administrator.⁵³

Dean Riehl, Dr. Clyde L. Rougeou, and Mrs. Emile Soulier are all agreed that Dr. Stephens was not a politician. Dean Riehl did say, however, that Stephens was opposed by many powerful political figures in Lafayette, who finally succeeded in forcing him out.

Undoubtedly there were those who made unfavorable comments about Dr. Stephens. This is only natural for any prominent individual who has the distinct honor of being labeled a "leader". Dr. Stephens had his share of adversaries. However, he seemed to have "weathered the storm", and in the end, retired in a most honorable way.

Typical of the man Dr. Stephens was, in a speech to the Louisiana Historical Society, he described his retirement in the following manner:⁵⁴

. . . The State Board of Education granted me retirement with a flattering expression in appreciation of my services, and elected me to the honor of President Emeritus, with a generous allowance for the remaining years of my life. I make this statement here, not only as an historical datum, but to give me additional public opportunity to express appreciation, both personal and professional, for the kind treatment thus accorded to a Louisiana college president. I have never had more reason than now to be glad of my connection with the profession of education, and thankful for my participation, on December 23,

⁵³ Written statement from Dr. Joel L. Fletcher, August 5, 1970, Lafayette, Louisiana.

⁵⁴ The Southwestern Louisiana Journal, Volume III, No. 1, January, 1960, pp. 29-30.

1892, in the organization of the Louisiana Teachers' Association--which has achieved so much in these forty-five years for the teaching profession and the cause of education in Louisiana.

Under Dr. Stephens' leadership, the administration at Southwestern Louisiana Institute rendered a great service to Louisiana. It was through his foresight that the main foundation and the initial direction of the school's future was determined. Southwestern was able to furnish a large number of trained teachers who in turn were able to meet the demands to build a modern state public school system. He possessed qualities that go into the making of a great leader and used his abilities effectively.

Perhaps at this point it might be appropriate to quote in part what was said by Dr. Joel L. Fletcher, about Dr. Stephens, the first President of Southwestern Louisiana Institute.⁵⁵

The campus of our college is rich in stories of that youthful auburn-haired president of medium stature wearing a Van Dyke beard to bring him the distinction of added maturity. His buoyant optimism and firm courage live in the memory of his early faculty and students. With him more than with Browning, his academic family associated those spirited lines which he quoted so often then, and so often through his long tenure; "One who never turned his back but marched breast forward, never doubted clouds would break, never dreamed, though right were worsted, wrong would triumph, held we fall to rise, are baffled to fight better, Sleep to wake."

⁵⁵ Joel L. Fletcher, "Edwin Lewis Stephens and the Early Years of Southwestern Louisiana Institute," Institute Bulletin, November, 1957, pp. 8-9.

Much of the progress that Louisiana is now making is being accomplished within this Acadian territory served so well by the institution of Robert Martin and Dr. Stephens. I am convinced that we should re-dedicate ourselves to the principles for which Edwin Lewis Stephens stood, and pray God that in the years ahead, Southwestern may be guided in the ways which he charted fifty years ago.

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APPENDICES

APPENDIX A

The Act to Create the Southwestern Louisiana Industrial Institute reads as follows:

To create and establish a State Industrial Institute for the Education of white children of the State of Louisiana in the arts and sciences.

Section 1. Be it enacted by the General Assembly of the State of Louisiana, That, a State Industrial Institute is hereby established for the education of the white children of the State of Louisiana, in the arts and sciences.

Said Institute shall be known as 'Southwestern Louisiana Industrial Institute,' and shall be located in that parish of the 13th Senatorial District which will offer the best inducements therefor to the Board of Trustees, said location to be made by the Board to be appointed under this act, provided that the parish selected for the location of said Institution shall donate not less than twenty-five acres of land and Five Thousand Dollars to said Institution, and the same shall be organized as hereinafter provided; provided further that in case two or more of said parishes offer the same inducements then the Board of Trustees shall select, by a majority vote, the most suitable location and make report thereof to the General Assembly of the State of Louisiana, at its next session, together with such recommendations as may be conducive to the best interests of said institution.

Sec. 2. Be it further enacted, etc., That the Governor of the State shall nominate and appoint, by and with the advice and consent of the Senate, one person from each Congressional District of this State, and two from the State at large, to be trustees, and to serve as herein provided. Immediately after they shall be assembled, in consequence of their first appointment, they shall be divided by lot into two equal classes, so that the term of three of those appointed from the Congressional Districts, and one appointed from the State at large shall expire in two years, and the term of the other half shall expire in four years from the date of their appointment; so that one-half may be chosen every two years. Vacancies shall be filled as in case of other officers in this State. The Governor of the State and State Superintendent of Public

Education shall be ex-officio members of said Board of Trustees; and the Governor shall, when present, act as president of the Board, but the Board shall elect one of their number Vice-President. Five of the Trustees shall constitute a quorum for the transaction of business.

Sec. 3. Be it further enacted, etc., That the Board of Trustees of said Institute be and the same are hereby declared a body politic and corporate; shall be domiciled at the parish seat of the parish where the Institution will be located; shall sue and be sued, contract and be contracted with; may hold, purchase, sell and convey property, whether movable or immovable, which may be necessary or beneficial in carrying out the purposes of this act. Said Board of Trustees may provide under proper regulations and rules for conferring degrees and awarding diplomas and granting certificates, as rewards and honors for learning and skill, to the pupils of said Institute.

Sec. 4. Be it further enacted, etc., That said Board of Trustees shall fix the time or times for regular meetings, and may be convened at any time the Governor as ex-officio President may deem it expedient to do so, in order to transact business connected with said Institute.

The President of the Faculty and teachers shall be Secretary of the Board of Trustees, and he shall keep in a well-bound book, a record of the proceedings had by said Board, and his compensation for this service shall be fixed by the Board; provided that said Board may elect a suitable person as Secretary pro tem, to act until the Institute be put in operation.

Sec. 5. Be it further enacted, etc., That the said Board of Trustees shall possess all the power necessary and proper for the accomplishment of the trust reposed in them. viz.: The establishment of a first-class Industrial Institute for the education of the white children of Louisiana in the arts and sciences, at which such children may acquire a thorough academic and literary education, together with a knowledge of kindergarten instructions, of telegraphy, stenography, and photography, of drawing, painting, designing, and engraving in their industrial applications; also a knowledge of fancy, practical and general needle-work; also a knowledge of bookkeeping and agricultural and mechanical art together with such other practical industries as, from time to time, may be suggested to them by experience, or such as will tend to promote the general object of said

institute, to-wit: Fitting and preparing such children, male and female, for practical industries of life.

Sec. 6. Be it further enacted, etc., That the Board of Turstees shall select and appoint a president and the professors of said institute, and such other officers as they may deem necessary to put and maintain the same in successful operation, and shall make such rules and regulations for the government of said officers as they may deem advisable; they shall prescribe such a course of discipline as may be necessary to enforce the faithful discharge of the duties of all officers, professors and students. They shall prescribe the course or courses of instruction so as to secure through education and the best possible instruction in all of said industrial studies, and they shall adopt all such by-laws and regulations as they may deem necessary to carry out all the purposes and objects of said Institution.

Sec. 7. Be it further enacted, etc., That all the property acquiring in any way by said Board of Trustees shall really be the property of and belong to the State of Louisiana, but shall be held controlled and managed by said Board of Trustees for the benefit of said Industrial Institute.

Sec. 8. Be it further enacted, etc., That said Board of Trustees shall be convened as soon as practicable.

APPENDIX B

VALUE OF LANDS, PHYSICAL PLANTS AND EQUIPMENT
1927-28

<u>ITEM</u>	<u>PRESENT VALUE</u>
LANDS:	
175 acres	\$ 65,625.00
Improvements	29,550.00
BUILDINGS:	
Class A (eight buildings)	348.810.00
Class C (fourteen buildings)	27,700.00
EQUIPMENT	29,200.00
MISCELLANEOUS	15,550.00
PRESENT VALUE OF ALL PROPERTY	<hr/> \$516,435.00

Annual report for 1927-1938, State Department of
Education, p: 74.

APPENDIX C

ENROLLMENT OF STUDENTS FOR REGULAR SESSIONS, SUMMER NORMAL SESSIONS AND EXTENSION 1901-38

<u>YEAR</u>	<u>REGULAR SESSION</u>	<u>SUMMER NORMAL</u>	<u>SESSION EXTENSION</u>
1901-02	145		
1902-03	182		
1903-04	190		
1904-05	250		
1905-06	239		
1906-07	275		
1907-08	265		
1908-09	275		
1909-10	301	216	
1910-11	251	208	
1911-12	290	242	
1912-13	314	289	
1913-14	340	383	
1914-15	368	408	
1915-16	372	282	
1916-17	322	293	
1917-18	307	313	
1918-19	414	389	
1919-20	277	440	
1920-21	280	655	
1921-22	503	803	55
1922-23	556	807	41
1923-24	586	927	278
1924-25	720	980	402
1925-26	822	989	447
1926-27	823	718	469
1927-28	867	872	496
1928-29	921	863	466
1929-30	961	871	536
1930-31	1004	899	570
1931-32	1007	746	633
1932-33	1065	563	455
1933-34	1038	602	319
1934-35	1090	624	330
1935-36	1179	907	416
1936-37	1307	963	924
1937-38	1525	1188	920

APPENDIX D

TOTAL NUMBER OF TEACHERS EMPLOYED AND DEGREES 1901-38

<u>YEAR</u>	<u>TOTAL #</u>	<u>COLLEGE TRAINED</u> <u>NO DEGREE</u>	<u>B.A.</u>	<u>M.A.</u>	<u>PH.D.</u>
1901-02	8	5	2	0	1
1902-03	8	5	2	0	1
1903-04	12	8	3	0	1
1904-05	13	9	3	0	1
1905-06	13	9	3	0	1
1906-07	12	8	2	1	1
1907-08	12	8	2	1	1
1908-09	14	10	2	1	1
1909-10	18	12	4	1	1
1910-11	21	15	4	1	1
1911-12	16	10	4	1	1
1912-13	21	12	7	1	1
1913-14	22	13	7	1	1
1914-15	22	13	7	1	1
1915-16	22	13	7	1	1
1916-17	24	12	10	1	1
1917-18	24	12	10	1	1
1918-19	22	11	9	1	1
1919-20	21	10	9	1	1
1920-21	26	15	8	2	1
1921-22	30	12	13	2	1
1922-23	36	10	15	9	2
1923-24	36	9	15	9	2
1924-25	36	8	15	10	3
1925-26	40	8	16	13	3
1926-27	41	8	17	13	3
1927-28	41	6	15	15	5
1928-29	44	7	11	20	6
1929-30	45	8	9	22	6
1930-31	44	6	10	23	5
1931-32	48	5	10	26	7
1932-33	51	3	12	28	8
1933-34	48	2	12	26	8
1934-35	53	2	9	32	10
1935-36	54	2	11	31	10
1936-37	62	2	13	37	10
1937-38	67	3	10	44	10

APPENDIX E

MY FIRST VISIT TO NEW IBERIA
ADDRESS TO THE GRADUATING CLASS
NEW IBERIA HIGH SCHOOL

FRIDAY NIGHT, JANUARY 29, 1915

by E. L. Stephens

Mr. Chairman, Members of the Graduating Class,
Ladies & Gentlemen:

It is always a pleasure to come to New Iberia. Your industrious and substantial city with its incomparable setting in the checkered moon-lit shade of live-oak branches along the beautiful and romantic Teche, and, above all, your hospitable and charming people, form an enduring and irresistible attraction. And I count myself fortunate to have the occasional favor of an invitation to be your guest. Last April you were kind enough to have me address a large and attentive audience in your High School auditorium upon the rather difficult and unpopular subject of my favorite poet, Robert Browning. Your reception of that address was generous beyond my deserving and beyond my expectation, and this invitation to come again now is indeed a gratifying and appreciated compliment.

I am sure that you young ladies and gentlemen of

the graduating class have been thoroughly trained in all of your faculties, and that in order to have acquired all the learning your diplomas imply, you must have good and cultivated memories. And yet I seriously doubt whether any one of you will be able to recall the occasion of my first visit to New Iberia--which was on Tuesday, Wednesday, and Thursday, the 26th, 27th, and 28th of December, 1893, at the Convention of the State Teachers' Association--just twenty-one years ago! Boys born about that time will vote in the next general election--and girls in the next one after that! You were not here then?--No, but you have been enjoying in this school some important consequences of your parents' having been here; -- and you are now about to suffer some other consequences of my having been here on that occasion, for I am going to make it the subject of my address to you on your graduation from the High School.

The occasion was an inspiration to me at a time of life when my susceptibilities and ways of looking at things were probably very much the same as yours are now. And in this attempt to recall and to renew vividly its impress on my mind after twenty-one years, I am glad to feel that I may be helping to perpetuate for you and for New Iberia the memory and influence of a very important event in the history of your community and of our State.

The Louisiana State Public School Teachers' Association, which has been one of the most important forces in developing public education in our State, was organized at a meeting held in Alexandria during the Christmas holidays of 1892, where a constitution was adopted and officers were elected; but its first regular meeting with a program was this one held in New Iberia a year later--during the Christmas holidays of 1893. Among my old note-books and records I have dug up some of the documents in evidence. Here is a copy of the printed program provided by your local committee:

First Annual Meeting
of the
Louisiana State Public
School Teachers'
Association,
at
New Iberia,
December, 26, 27, 28,
1893.

Program.

First Session -- Tuesday, 4 p.m.
Organization.

President's Inaugural ----- Prof. W. J. Calvit, Alexandria
Address of Welcome ----- W. J. Burke, Esq., New Iberia
Response to Address of Welcome -- Hon. A. D. Lafargue, State
Supt. of Public Education

Business Session
Appointment of Committees
Nomination of Officers

Second Session -- Tuesday, 7: p.m.
Address -- His Excellency, Murphy J. Foster, Governor of
Louisiana
Political Economy -- Taxation (An Ethical View of) Judge
A. C. Allen, of Franklin, St.
Mary Parish.

Political Economy -- Taxation from a Revenue Standpoint
 Prof. James H. Dillard, Tulane
 University

Third Session -- Wednesday, 9:30 a.m.

Grade Work ----- Prof. J. V. Calhoun, New Orleans
 Teachers' Reading Circles-- Prof. R. L. Himes, State Normal
 School
 Uniformity of Textbooks --- Prof. A. G. Singletary,
 Plaquemine:

Fourth Session -- Wednesday, 2:30 a.m.

Louisiana School Laws ----- Judge Joseph A. Breaux, Iberia
 The Teacher ----- Prof. Alcee Fortier, Tulane
 University
 Teachers' Responsibilities- Prof. D. B. Showalter, Bastrop

Fifth Session - Wednesday, 7:30 p.m.

Musical Program ----- Thirty Minutes
 Lecture -- "Old Times and New" ----- Col. J. P. Sanford

Sixth Session -- Thursday, 9 a.m.

Institutes ----- Col. Thomas D. Boyd,
 President of the State Normal
 School

Report of Legislative Committee

SALT MINE EXCURSION, 11:30 a.m. to 1:30 p.m.

Seventh Session -- Thursday, 3 p.m.

The State as a Factor in Civilization ----- Col. William
 Preston Johnston, President of
 Tulane University

Report of Executive Committee

Report of Election Committee

Report of Auditing Committee

Selection of Time and Place of Next Annual Meeting.

Eighth Session -- Thursday, 7:30 p.m.

Musical Program ----- Thirty Minutes
 Lecture -- "Walks in Rome" ----- Col. J. P. Sanford

Here is my receipt from W. B. Hale, Treasurer, for the
 funds I had collected as Chairman of the Enrolling Committee:
 New Iberia La., Dec. 28, 1893. Received of E. L. Stephens,

Chairman Enrollment Committee, Louisiana State Public School Teachers' Association, Two Hundred Six Dollars (\$206) is payment of Annual Dues collected by Enrollment Committee. (Signed) W. B. Hale, Treasurer.

Here is one of the resolutions of thanks adopted by the Convention, naming a number of your people who helped with the music: Resolved that the Association appreciates the magnificent music rendered during its sessions and that we especially thank Miss Anna Grant, the talented young lady who had this matter in charge, as well as Misses Lelia Perry, Bessie Lourd, Carrie Morse, Rose DeBlanc, Madame Charbonnet, Mrs. Ben Lewis, Messrs. Willis Conrad, J. I. Hulse, Albert Estorge, and Prof. J. A. Meyers.

And here is an advertisement of the two addresses on Taxation delivered on the First evening's program by Judge Allen and Dr. Dillard:

FREE ENTERTAINMENT!

Opera House, Tuesday, December 26, 7:30 p.m.

SINGLE TAX

Discussed from Two Standpoints
by Professor J. H. Dillard, of Tulane University
and Judge A. C. Allen, of Franklin

1. The Single Tax would abolish all taxation on improvements and other products of labor and would confine taxation to Land Values.
2. Why should the man who uses land beneficially be taxed more than one who holds it idle?

3. A laborer turns a desert into a garden, and then we increase his taxes. The land speculator turns a garden into a desert, and then we diminish his taxes. Verily, we are a great people!

4. The land of every country is the common property of all the people of that country, because the creator made it as a voluntary gift to them. -- R. T. Rev. Bishop Multy, of Meath.

5. The earth is the common property of all men. -- Pope Gregory the Great.

6. The ideal taxation lies in the single land tax, laid exclusively on the rental value of land, independent of improvements. -- New York Times.

7. The community creates land values. The community makes government expenses necessary. Pay one with the other.

8. All men would like to own homes. What prevents their owning them? Land Grabbing. What would prevent land grabbing? Single Tax.

9. The Single Tax is the tax for the farmer, because he owns the least valuable land.

10. Any system of taxation is unjust that taxes a man more for improving his property than for holding it in idleness.

11. Tax dogs and they become scared; tax windows, houses darken; tax wealth, it disappears; tax land values and more land is offered for use.

12. Land, labor and capital produce wealth. Yet in the presence of vacant fields and surplus capital, idle men, starvation and misery abound. Why?

The workman works with his arms of brawn;
The capitalist with his brain;
The landlord does no work at all,
But he gets there all the same.

We respectfully invite the attention of thinking people
R. S. McMahon, Jules Dreyfus, Thomas Monk, D. A. Smith,
Fitzgerald Sale Parker, J. H. Caldwell, Charles Hill Lee,

R. H. Cage, James A. Lee, George M. Robertson, Ben Lewis, H. A. King, M. D., A. D. Generes, M. F. Smith, W. D. Southwell, Edward T. Weeks.

My notes and records indicate that I was pleased with nearly everything. Here are a few samples:

"The weather is fine".

"This Teche country is glorious. John Walet took me for a drive out to his place. Saw trees loaded with ripe oranges. President Calvit was apt in quoting Evangeline about it in his address:

"Beautiful is the land with its prairies & forest & fruit trees; Under the feet a garden of flowers & the bluest of heavens. Bending above, & resting its dome on the walls of the forest. They who dwell there have named it the 'Eden of Louisiana'".

"Young Mr. Burke (nephew of the Parish Superintendent) was graceful and eloquent in his address of welcome -- measuring up to the expectations created by what Judge Piersaid said of him."

"Prof. Dillard and Judge Allen are indeed able exponents of the Henry George philosophy. I wish Hampton Carver could have been present."

"Col. Sanford is an interesting and amusing old fellow. His description of how the dervishes yanked him up the great pyramid in Egypt (he weights 300 pounds) was killingly funny."

Mr. Boyd's paper on Institutions was strong and effective and if his recommendations are carried out, it

will prove a great means of improvement for the teaching profession of the State."

"The visit to the salt mine at Avery's Island was a great experience. We went down a shaft nearly two hundred feet deep. We jokingly bade each other good-bye as we started down, but it soon felt like good-bye sure enough. It gives you a sinking of the heart you 'ne'er can feel again'. Myles Brothers, the lessees and managers of the Mine, were very hospitable and attentive hosts to all our party."

"It was certainly a disappointment not to get old Himesy elected President. His plan for organizing a State Teachers' Reading Circle was one of the most useful things proposed."

"The 'piece de resistance' of the whole convention was the magnificent address of Col. William Preston Johnston, President of Tulane University. He read his paper, and it was long, but its quality was most excellent. I must get a printed copy of it. Mr. Boyd's remark on it was that a dozen words from a man like Col. Johnston were worth more to the cause of the public schools than whole pages of ordinary agitation; but that, aside from its value as an educational document, it was as fine an example of perfect English as he had ever listened to."

As a whole, young ladies and gentlemen, I doubt

whether any experience in my life could serve better, than this one of my first visit to New Iberia, to yield a message of inspiration to you on the occasion of your graduation from the High School. And I will accordingly so use it -- selecting three particulars to dwell on in regard to it.

In the first place, the whole subject matter of that occasion of twenty-one years ago is quite nearly related to this occasion tonight. The topic is Public Education. This High School which has been so great a benefit to you, and which is now to accord you its highest honors, is the fruit of that spirit for public education which arose here about the time of that first Teachers' Convention ever held in our State. Perhaps your high school building might not have been so soon erected if that convention had not been held. You are therefore under obligations to promote the continuance of a strong spirit for public education. The State is going to look to you whom it is educating to wipe out the black record of illiteracy, that long has stood against us, and replace it with a clean statement to the effect that every man, every woman, and every child above ten years of age in the State can read and write. And the only way you are going to accomplish it is through the schools. Whatever else you may do then, young ladies and gentlemen, in your

several careers in life, I bring you the mandate of an educational convention held in your city before you were born -- that you must support with all your strength every movement for the improvement and extension of public education wherever you may be.

The second thing I would comment to you out of my experience of that occasion twenty-one years ago is the setting of your minds steadfastly upon the purpose of studying into and finding out the fundamental truths of social science and economic justice. Those addresses of Prof. Dillard and Judge Allen on Single Tax affected me profoundly. I had already been "inoculated" with the Henry George philosophy through association with my friend, Mr. M. H. Carver, of Natchitoches (and I believe he had "gotten it" from my friend, the late lamented Mr. Robert Cage, who lived here), and I was therefore in a receptive state of mind when I heard these addresses. But from that time forward I studied these doctrines eagerly, reading almost everything the great author of them wrote. And I assure you it was a helpful and pleasing intellectual experience -- and, I may say, a baptism of economic truth. I am convinced that long before the middle of the present century, the present combersome, expensive and inequitable machinery for raising public revenues will have been utterly done away with, and replaced throughout the civilized world

with a system approximating that which was championed by Henry George -- and eloquently expounded to the Teachers' Convention and the people of New Iberia by Prof. Dillard and Judge Allen on December 26, 1893. It will come as a result of increased and more widespread education, ability on the part of the people to discern the wrong of present modes of taxation and the equity and justice of the taking by the community for public purposes of the land-values which the community itself creates. The message to you in this, young ladies and gentlemen, is that here is a great and vital subject for you to study. It is going to come up for your consideration, whether you will or no -- and you here in New Iberia where so much has been said and thought upon the subject, are in a position to master it quickly and thoroughly and draw from it intellectual satisfaction and moral conviction. Even if you draw contrary conclusions from those I expect you to draw, you will none the less be benefitted by the study. So let me commend to you the reading of the works of Henry George. Read first "Social Problems"; then investigate the system of taxation that is being now applied in Houston, Texas, by Tax Commissioner J. J. Pastoriza; then finally, read "Progress & Poverty", and Henry George's "Political Economy".

The third and last item of my composite experience

here in 1893 that I would somehow translate into form for your use -- that it may thus be passed on from generation to generation, is the sort of inspiration that comes from hearing such an address as that presented to us by Col. Johnston. In this I necessarily fall short. I can only tell you some of the things he said, and some he suggested; and then I can add this: For a delightful intellectual and inspirational experience, go hear the addresses and lectures of the most learned and best educated men you can reach; and be sure to take your notebook and pencil to record for future reference the best things they say -- and to enable you to follow up the researches they may suggest to you.

One thing Col. Johnston said was this: "When I look around me now, and see those who are gathered here for the great contest before us with the powers of ignorance, my heart swells with the presage of victory." In a less hopeful passage he quoted Matthew Arnold as follows:

"Years hence, perhaps, may dawn an age,
More Fortunate, alas! then we,
Which, without hardness, will be sage,
And gay without frivolity.
Sons of the world, oh, speed these years;
But while we wait, allow our tears!"

In a beautiful passage with reference to infancy and childhood he quoted these lines from Wordsworth's Excursion:

"Thou who didst wrap the cloud
Of infancy around us that Thyself

Therein, with our simplicity, ashile
Mightst hold on earth communion indisturbed."

He made an apt comparison of the diffusion of knowledge -- in particular, primary education, ability to read and write -- to the rise of a tidal wave. "The geographers tell us", he said, "that a rise of fifteen feet of the ocean level would submerge one half of the Gulf states. Let the waters rise -- the tidal wave of knowledge!" And, finally, towards the close of his lecture he paid heartening tribute to the profession of the teacher in these words: "The measure of a people's wisdom can be taken by the respect and honor paid to the profession of the teacher; the teachers have, to a large extent, the moulding of the future of the State through the rising generation. They are the missionaries of knowledge, the doorkeepers of the dawn of general intelligence in the coming time. It is not achievement, however, but effort, that makes great the individual. We may say with Browning:

'But try, I urge -- the trying shall suffice;
The aim, if reached or not, makes great the life.'

It is in the aspiration and the endeavor that education does its best work, and this applies to us who have passed our school days as well as to the diligent and ambitious student. We can well afford to do our duty and leave the consequences to Him who orders all things."

These are only occasional passages from a lengthy

and well organized philosophical discourse on State education, and are inadequate to convey to you any coherent impression of it; but my purpose has been only to prove with odd bits and souvenirs the pleasure and value of an educational experience of my own which is now renewed in this visit to you at your graduation. And if, at the same time, I may turn that experience to your future good by the suggestions herein given, I shall be all the more grateful.

In conclusion let me repeat the message just quoted from Browning in another passage from the same port:

"Then welcome each rebuff
That turns earth's smoothness rough,
That bids nor sit nor stand but go;
Be our joys three parts pain,
Strive and hold cheap the strain,
Learn, nor account the pang, - dare; never
Grudge the throe.

For thence a paradox,
Which comforts while it mocks,
Shall life succeed wherein it seems to fail;
What I aspired to be,
And was not, comforts me;
A brute I might have been, but would not sink I
the scale."

And following up also the last words quoted from Col. Johnston, let me add similar words from Prof. William James (in his wonderful chapter on Habit in his big book on Psychology): "Keep faithfully busy each hour of the working day, and you can with perfect certainty count on

waking up some fine morning to find yourself one of the competent ones of your generation, in whatever pursuit you may have singled out.

APPENDIX F

RESPONSE BY DR. THOMAS D. BOYD, FRANK K. SIMS, AND
"TOT" DUCHEIN REGARDING "OLD SCOUTS" COLUMN IN THE
REVEILLE

"Old Scout", Thomas D. Boyd, '72, President of the University, was the very first one to respond to our Blatant Blurt of February 13. He says: "I wish to give this movement my very hearty endorsement and approval and to wish for it a full measure of success. I shall send you in a few days a list of all the students who attended the University from 1889 to 1895, with their addresses so far as we know them. The old university is facing perhaps the most important period of its career, and I hope that the close of the session will be marked by the largest possible gathering of alumni, to give the benefit of their counsel and support to the authorities who are planning and working for a greater Louisiana State University and Agricultural and Mechanical College."

The next man was Frank K. Sims, of Donaldsonville (Private Company A). He says: "Dear Mr. Adjutant-- Sure, we will be there--meaning myself, my better half, and our four hopefuls. I want all of my dear old friends to meet mine, and to know who we are. Keep me posted as to any developments, and should you need my services, issue the necessary order." He encloses check for three Sesterces).

And the next one was, "Tot" Duchein (Private Company C, '90) now passing off as "Physician and Surgeon, Roumann Building," Says he:

"Dear Steve--while I refuse to be fossilized or counted among the has beens, I gladly donate three billion copeeks, just to see what kind of an antiquated gathering of the first half of the tenth decade of the 19th. century you can gather together."

He dwells, however, in the realms of skepticism upon the question of the efficacy of grapejuice. But in any event he says, "Go to It! Sound the long roll and let's call all the names on alumni Day--1922."

APPENDIX G

CONSTITUTION AND BY-LAWS OF LIVE OAK SOCIETY

Preamble

WHEREAS the Live Oak is one of God's creatures that has been keeping quiet for a long time, just standing there contemplating the situation without having very much to say, but only increasing in size, beauty, strength, and firmness, day by day, without getting the attention and appreciation that it merits from its anthropomorphic fellow-mortals; and

WHEREAS it has been found that organization and publication are a good means of promoting influence and service in the world; therefore

This constitution for an universal association of Live Oaks is hereby ordained and established.

ARTICLE I Name

The Name of this association shall be The Live Oak Society.

ARTICLE II Domicile

Its domicile shall be Lafayette, Louisiana.

ARTICLE III Branches

Branches of the Society may be formed in Ocean Springs, Mississippi, Pointe-aux-Chenes, New Orleans, and other places on the way, wherever the F.L.O. gets itself sufficiently expressed (F. L. O., i.e., Felling for the Live Oak).

ARTICLE IV Membership

The membership of the Society shall consist of designated individual live oak trees, known or suspected to be more than 100 years old.

Live oaks less than one hundred years old; possessing honorable qualifications, will be eligible to be enlisted in the JUNIOR LEAGUE.

ARTICLE V Officers

Section 1. Officers of the Society shall be (1) a President, (2) some Vice-Presidents, (3) a Committee of Elders, and (4) a Group of Illustrious Individual Specimens.

Section 2. The Locke Breaux Live Oak near Hahnville, St. Charles Parish, Louisiana, shall be the first President. Thereafter the largest live oak in the Society shall be declared President at the next Semi-occasional meeting after its description and location shall be ascertained.

Section 3. The first roster of officers shall be as follows: President, the Locke Breaux Live Oak (near Hahnville); 1st Vice-President, The Arnaud Robert Live Oak (above Breaux Bridge); 2nd Vice-President, the George Washington Live Oak (Audubon Park); 3rd Vice-President, the Luling Live Oak; 4th Vice-President, the Martha Washington Live Oak (Audubon Park). Committee of Elders: The Mays Oak (Rosedale), Chairman; The Jamison Live Oak (Thibodaux); the Kaplan Live Oak (near Intracoastal City); the Maryland Live Oak (New Roads); The Potier Live Oak (Parks, Louisiana). Group of Illustrious Individual Specimens: The Gebert Live Oak, (New Iberia), Chairman; The Kenner Ferry Live Oak (Westbank); the Joe Jefferson Live Oak (Jefferson Island); the Grover Cleveland Live Oak (Avery Island); the McDonogh Live Oak (City Park, New Orleans); the Cathedral Live Oak (Lafayette); the Mossler Live Oak (Bon Fonca); the Miroman Live Oak (Pass Christian); the John Ruskin Live Oak (Ocean Springs); the Lorner Doone Live Oak (Pointe-aux-Chines); the Henry Watkins Allen Live Oak (near Baton Rouge); the Thomas D. Boyd Live Oak (Baton Pougé); the Evangeline Live Oak (St. Martinville); and the Archangel Live Oak (Paradise Grove, Breaux Bridge).

Section 4. Officers shall be designated at the semi-occasional meetings.

ARTICLE VII Representation

For the conduct of the Society's Human-Relations business, a representative (either the owner or some other interested person) shall be designated as attorney for each member.

ARTICLE VIII Meetings

Meeting shall be held somewhere, semi-occasionally.

ARTICLE IX Annual Dues.

The annual dues shall be twenty-five (25) acorns from each member, payable on or about New Years Day--preferably, sometime previous or subsequent to the day, or else on the day itself. These acorns shall be planted in the Live Oak nursery of the Southwestern Louisiana Institute farm, Lafayette, Louisiana, and shall be distributed before the end of each year, to make room for next year's crop. Small seedlings may be accepted instead of acorns.

Small live oaks will be shipped to the people from this nursery at any time upon application, without cost other than the actual cost of handling and transportation.

ARTICLE X Amendments

This constitution can be amended at any Semi-occasional meeting.

BY-LAWS I--Acting Secretary

The records and correspondence of the Society shall be attended to for the first while by the resident of Southwestern Louisiana Institute who shall be designated as the Acting Secretary (there will be no real Secretary!)

II--Official Organ

The Official Organ of the Society shall be the Louisiana Conservation Review.

III--Overcometrical Data

Representatives shall be required to obtain and report accurate data as to (1) Circumference of members (measurement of trunk in feet and inches, four feet above the ground) (2) approximate height; (3) Diameter of spread; (4) Date of measurements and these data shall be recorded by the acting Secretary in a suitable book and preserved for future comparison to show rate of growth of live oaks.

IV--The Live Oak in Song and Story

Friends of live oaks everywhere are to be encouraged to contribute not only descriptions, photographs, and statistics of measurements, but also poems and stories of historic and literary interest concerning live oaks.

V--The Live Oak in Libraries

Librarians are requested to specialize on live oaks--their collections, and assist in extending live oak appreciation among the people.

VI--No Whitewash

Members should not be whitewashed. Violations of this law should be punished by expulsion and the attorney's for such members should be disbarred from practice.

VII--No Advertisements

No member of the Society should be desccrated with advertisements.

VIII--No Quercocide

Thou Shalt not kill! This law should apply to members of the Live Oak Society and the Junior League. Destruction of a live oak will not be permitted except by Act of the Legislature.

IX--Amendments

These By-Laws should not be amended except on a Sunday or holiday or some secular day of the week; or else some night.

Notarial Record

Done before me, the Robert Martin Live Oak, at my official position at the front gate of Southwestern Louisiana Institute, this first day of February, A.D., 1935, in the presence of the Stanley Martin Live Oak (set out February 22, 1919), and also of seventeen "Twentieth Century" live oaks besides myself (set out January 1, 1901), together with one hundred other small live oaks on Southwestern Campus (about ten years old).

(signed) The Robert Martin Live Oak

(Seal)

APPENDIX H

LIST OF CHARTER MEMBERS AND THEIR ATTORNEYS

NAME OF LIVE OAK	PLACE	SIZE	ATTORNEY
Locke Breaux	Hahnville	35	Mrs. S. Locke Breaux
Arnaud Robert	Cecelia	33-5	Mrs. Arnaud Robert
George Washington (Audubon No. One)	Audubon Park	28-6	Mr. Frank E. Neelis
Luling	Luling	27-8	Mr. Charles S. Lagarde
Martha Washington (Audubon No. Two)	Audubon Park	27-6	Mr. Frank E. Neelis
Mays	Rosedale	27-6	Mrs. Leila Barrow Mays
Lastrapes	Washington (D'iei)	27-3	Miss G. Hebrard
Jamison	Thibodaux	27-2	Preston Pugh
Kaplan	Intracoastal City	27-1	G. P. Sledge
Parks, Number One	Parks, La.	27-0	Mr. Lloyd Resweber
Bishop	Fulton, Texas	25-6	Mr. Burt Potter
Maryland	New Roads	25-3	Mrs. Blanche Way Lecoq
Voorhies (Parks Number Two)	Parks	25	Mr. C. C. Potier
Mossler	Bon Fouca, La.	24	Mr. J. Mossler
Audubon, Number Three	Audubon Park	23-10	Mr. Frank E. Neelis
St. Germain	Breaux Bridge	23-7	Mr. A. J. Cormier
Grosse Tete	Rosedale	22-6	Mrs. Leila Barrow Mays
Stonaker	New Roads	22-2	Mr. A. McFarland
Kenner	Kenner	22-2	Mr. S. J. Barbre
Joe Jefferson	Jefferson Island	22-2	Mr. J. C. Gordy
Grover Cleveland (Avery Island No. One)	Avery Island	22-0	Mr. E. A. McIlhenny
McDonogh	City Park, N.O.LA.	21-8	Mr. George E. Vinnedge
Avery Island Number Two	Avery Island	21-7	Mr. E. A. McIlhenny
Gosserand	New Roads	21-5	Mr. A. McFarland

(continued)

APPENDIX H (continued)

LIST OF CHARTER MEMBERS AND THEIR ATTORNEYS

NAME OF LIVE OAK	PLACE	SIZE	ATTORNEY
Avery Island Number Three	Avery Island	21-3	Mr. E. A. McIlhenny
New Iberia, Number One	New Iberia	21	Mr. W. J. Burke
Parks, Number Three	Parks	20-7	Mr. Lloyd Resweber
Catholic Cemetary	Lafayette	20-6	Monsignor A. F. Isenberg
Pere Rochard	Breaux Bridge	19-11	Mr. A. J. Cormier
Grenier	Thibodaux	19-10	Mr. Walter Lafargue
Rosedale	Rosedale	19-6	Mrs. Leila Barrow Mays
Audubon, Number One	Audubon Park	19-5	Mr. Frank E. Neelis
Archangle of Paradise Grove	Breaux Bridge	19-2	Mr. Alexis Voorhies
Joe Mouton	Lafayette	19-0	Mrs. Joe E. Mouton
Cathedral	Lafayette	19-0	Monsignor A. F. Isenberg
Lorna Doone	Pointe-aux-Chenes	18-5	Mrs. J. R. Leavell
Singleton	Carencro	18-3	Mrs. P. M. Girard
G. A. Martin	Lafayette	18-3	Dr. G. A. Martin
Audubon, Number Five	Audubon Park	18-3	Mr. Frank E. Neelis
Broussard	Broussard	18-0	Mr. J. C. Landry
Thomas D. Boyd	Baton Rouge	18-0	Mrs. Annie Boyd Grayson
Uncle George (This is a charred trunk)	Mobile, Alabama	17-8	
Protestant Cemetary	Lafayette	17-6	Mrs. P. M. Girard
Shady Grove	Iberville Parish	17-3	Mrs. W. L. Rather
Gebert	New Iberia	17-0	Mr. Lee Gebert
John Ruskin	Ocean Springs, Miss.	17-0	Mr. H. Flateau

(continued)

APPENDIX H (continued)

LIST OF CHARTER MEMBERS AND THEIR ATTORNEYS

NAME OF LIVE OAK	PLACE	SIZE	ATTORNEY
<p>The following live oaks, measuring less than 17 feet in circumference of trunk, are added to the list of Charter Members, "On Suspicion". They may not be 100 years old - and then again maybe they are. We are looking around for some veteran of 125 or 130 years of age to give testimony on this point:</p>			
Court House	Napoleonville	16-9	Miss Jo Talbot
Miramar	Pass Christian	16-5	Mr. Walter L. Read
Surprise	Doonegate	16-5	Mr. J. R. Leavell
Whittington	Lafayette	16-4	Mrs. G. J. Guerinier
Henry Watkins Allen	Bayou Sara Road	16-0	Mrs. A. J. Stanley
St. Francis	St. Francisville	15-10	Mr. Robert E. Watson
Chargois	Lafayette	15-6	Mr. Joseph A. Chargois
Duncan Park	Natchez	15-5	Mrs. Balfour Miller
Country Club	New Orleans	15-0	Mrs. J. P. Cordell
Evangeline	St. Martinville	11-2	Mr. Andre Olivier
Rich Williams	Natchitoches	12-3	Mr. W. J. Avery

APPENDIX I

SOUTHWESTERN LOUISIANA INDUSTRIAL INSTITUTE

E. L. STEPHENS, President.

LAFAYETTE, LA.

September 25, 1918.

To the Alumni, Former Students and Friends of the Southwestern Louisiana Industrial Institute:

Dear Friends:—

A telegram from Washington today advises that our school has been approved for a Unit of the Students Army Training Corps, and we are not gathering our necessary Quota of 100 able bodied men of draft age (18 to 45) and high school education.

To do this we need your help, and we know that you will answer the call.

We want you to get eligible men in your community to wire or phone us immediately their intention to enter our Unit and then report to the Institute on Saturday, October 5.

The Government gives them free board, lodging, uniform, equipment and tuition, and a soldier's salary of \$30 a month. They have the opportunity of a lifetime to prove their quality and fitness and to get an advanced education.

We want alumni and former students who had already gone to other colleges before it was known we would have a Unit, to declare immediately their intention to return to SOUTHWESTERN to help establish its quota. And we firmly believe there is a better chance of promotion from a small Unit than from a large one. So that both loyalty and self-interest will justify this course in any of our men that have gone elsewhere.

And, because of the fact that our request for a Unit was so long delayed, giving the other colleges of our class the advantage of earlier advertising, we now call upon every friend and patron of this insitution to SAY SOMETHING and DO SOMETHING RIGHT NOW to help Southwestern get her Quota and establish her status among the regular colleges of the country. And we especially call upon the people or the city and Parish of Lafayette and our neighboring Parishes, to rally to the support of their own State college in Southwest Louisiana and not let pass this extraordinary opportunity to secure the enlargement of its usefulness, importance and public service.

E. L. STEPHENS,
President of the Institute,

EDITH G. DUPRE,
Chairman of Faculty
Committee

FRANK G. MOUTON,
Vice Pres., Board of Trustees,

HARRY J. STAHL,
President of the Alumni,

HARVY A. WHITE,
Trustee and Alumnus,

VENTRESS J. SMITH,
Member Board of Trustees,

L. D. NICKERSON,
Secretary of Alumni,

Campaign Executive Committee.

APPENDIX J

MEMORANDUM FOR REPORTING STUDENTS' ARMY TRAINING CORPS.

Collegiate Section (Sec. A)

(It is requested that the reports on Collegiate Sections (Sec. A) shall discuss topics indicated below and that portions of the report be numbered accordingly. It is not intended, however, that this list of topics shall in any way restrict the scope of the report. The views of institutions or any other phases of their educational experience with the S.A.T.C. and their views on military training in general will be welcomed. It is also requested that copies of all circulars or other printed matter issued by institutions in connection with their S.A.T.C. (Collegiate Section) work be transmitted with this report.

Please send 3 copies of the report. Send reports with printed matter by January 10, 1918, to Secretary, Committee on Education and Special Training, Mills Building, Washington, D.C.

Name of Institution: SOUTHWESTERN LOUISIANA INDUSTRIAL INSTITUTE

Type of Institution: Collegiate and Polytechnic

Location of Institution: Lafayette, Louisiana

Report made by Edwin L. Stephens, President.

1. The effect of the war on your college attendance in academis year 1917-19; probable effect in 1918-19, in view of the reduction of the draft age to 18 by the Man Power Act of August, 1918. Greatly diminished.
2. The number of men in college 1917-19 and number inducted in S. A. T. C. Number in 1917-18, 116; number inducted S.A.T.C., 106.

3. Estimated number of S.A.T.C. men who would (a) normally have attended college; (b) entered only because of the S.A.T.C. (a) 30 (b) 76
4. Estimated loss of students because of demobilization of S.A.T.C. and reasons for such loss. 85
5. To what extent was the academic work at your institution interrupted by
 - (a) the influenza epidemic? 50 cases
 - (b) late inductions? A dozen or more
 - (c) the withdrawal of men for officers' training camps? None.
 - (d) extra military duties? Not seriously
6. To what extent if any did your institution find difficulty in meeting the suggestions of the Committee, particularly in the matter of academic program?

We succeeded fairly well.
7. The amount of interest shown by students in their academic work as compared with conditions in peace time. Not so great, naturally.
8. The attitude of the faculty towards the combination of military instruction with academic work. They gave cooperation.
9. Whether academic work done by members of the S.A.T.C. was of sufficient value to be credited towards the requirements for a degree at your institution. Yes, in general.
10. The operation of the system of "Supervised Study". Fairly successful.
11. The course on the Issues of the War. Successful.
12. The relations between academic and military authorities at your institution.

Very harmonious.

13. The effect of military discipline upon the general morale and conduct of the student body. Tendency was toward upsetting morale, but did not get very far in that direction.
14. The effect of military training and discipline upon the physical condition of the men. Excellent.
15. To what extent, if any, will the S.A.T.C. affect future educational policy at your school. Not at all.
16. Suggestions for modifications in a students' training organization in case of a similar national emergency. None.
17. Suggestions as to the part military training in colleges should take in the military policy of the country. (Please state whether you would favor a system of credits for military training in colleges under a system of universal training calling for 6 to 9 months service of all citizens at the age of 19). No.
18. The War Record of your institution. (Number in S.A.T.C., 106; Approximate number in Army and Navy, number commissioned, etc. 250 students and former students in army and navy; about 25 commissioned.
19. General. Following is an excerpt from my statement to Board of Trustees, recorded in minutes of their annual meeting in 1919. (Attached)

APPENDIX K

COPY OF AN ENGRAVED PARCHMENT ISSUED BY THE
WAR DEPARTMENT TO SOUTHWESTERN LOUISIANA IN-
DUSTRIAL INSTITUTE IN RECOGNITION OF PATRIOT-
IC SERVICE IN CONNECTION WITH THE WORLD WAR

THE UNITED STATES OF AMERICA

To All Who Shall See These Presents, Greeting:

This is to certify that the Southwestern Louisiana
Industrial Institute, in a spirit of patriotism and of de-
votion to country, rendered efficient and loyal service in
connection with The World War through the establishment and
operation at that institution of a unit of

THE STUDENTS ARMY TRAINING CORPS

Given at the War Department, District of Columbia,
this twenty-second day of November, one thousand nine hundred
and twenty-one.

The Adjutant General's Office,

Recorded:

(signed) P. C. Harris,

(signed) J. M. Wainwright,

The Adjutant General

The Assistant Secretary of War.

(SEAL)

(continued)

Memorandum: This document was found where it had been misplaced among my personal files, and immediately forwarded to President Lether E. Frazar, of the Institute, for proper official filing.

E. L. Stephens

Ocean Springs, Mississippi,
August 18, 1938

APPENDIX L

3406 PATRIOTS IN LAFAYETTE PARISH SUBSCRIBE \$604,400 TO HELP SAVE WORLD FOR DEMOCRACY

**Chairman Parkerson Tabulates Returns From All Wards
and Shows Every One Has Filled At Least Its Min-
imum Allotment — First Ward Gets Honor Flag
With Two Stars for Trebling Its Quota—City Goes
More Than \$87,000 Over Minimum.**

COMPLETE returns from all wards in Lafayette parish in the third Liberty Loan campaign, as tabulated and announced by Chairman S. R. Parkerson today, show some interesting results achieved. For instance, 3406 individuals bought bonds and their total subscription amount to \$604,400. The minimum allotment for the parish was \$328,352, so it has gone "over the top" with a margin of \$276,048, and exceeded its maximum allotment of \$547,000 by \$57,000. This is a most commendable showing.

Following is the tabulated statement issued by Chairman Parkerson this afternoon:

Ward	Allotment	Subscribers	Subscribed	Per Cent
1	\$ 23,916	605	\$ 72,000	300
2	33,564	471	85,300	254
8	18,100	336	40,750	224
4	32,883	462	67,950	206
3	130,368	837	217,500	166
7	17,410	163	26,900	154
5	35,766	185	50,000	139
6	36,345	347	44,000	121
	<u>\$328,352</u>	<u>3,406</u>	<u>\$604,400</u>	

First ward gets the honor of the drive by trebling its allotment, and will get an honor flag with two stars. The second, eighth and fourth wards more than doubled their quotas, while the third ward, which includes the City of Lafayette, went 66 percent higher than its minimum allotment. It also exceeded its maximum by a slight margin. The sixth ward made the poorest showing of the eight, but came through with more than one-fifth more than was asked of it.

Not a single ward in the parish failed to do its duty. At times, it seemed that some would fall down, but in the final days of the drive its patriots made absolutely certain the fact that it would make good. Lafayette parish has helped uphold the honor of the state in this result.

From Lafayette Gazette May 7th. 1918.

APPENDIX M

THIRD LIBERTY LOAN CAMPAIGN

Lafayette, La., May 9, 1918.

Dr. E. L. Stephens,

Lafayette, La.

Dear Dr. Stephens:

We feel under great obligations to you for the very valuable service you rendered in helping to put "over the top" the Third Liberty Loan. The final report, as shown by the enclosed statement, reflects great credit on your Parish, as it evidences the fact that there are practically no slackers here, and that the people are with the Government. If the number of subscribers is taken into consideration, Lafayette Parish will compare favorably with any section of the country.

We thank you greatly ourselves and on behalf of the Government.

Yours very truly,

L. L. Judice, Parish Chairman.

S. R. Parkerson, Zone Chairman.

APPENDIX N

QUESTIONS SUBMITTED BY INVESTIGATOR REGARDING VIEWS OF CONTEMPORARIES

1. Identify what you consider to be the significant highlights of Dr. Stephens' career as an educator?
2. Are you familiar or can you identify what may have been some dissappointing events which Dr. Stephens experienced during his career?
3. What are some personal triumphs which Dr. Stephens' experienced during his career?
4. Can you describe the early childhood life led by Dr. Stephens as a child and a youngster, particularly events which would indicate things of greatness to come to this distinguished individual?
5. Describe the growth experienced by Southwestern Louisiana Institute during the tenure of Dr. Stephens as President. What were some significant developments which he was definitely responsible for?
6. How did Dr. Stephens spend his time after retiring, was he or did he continue to maintain an interest in the affairs of Southwestern Louisiana Institute?
7. Was Dr. Stephens active in politics--state or local--did he entertain any ambitions politically?
8. Describe the relationship between Dr. Stephens and T. H. Harris who was State Superintendent of Education in Louisiana. Was it cordial and friendly or were they antagonists?
9. As President of Southwestern Louisiana Institute, did Dr. Stephens have a friendly relationship with students? with faculty members?
10. Dr. Stephens is frequently considered the Father of Southwestern Louisiana Institute--do you agree--if so why? Do you disagree--if so why?

VITA

Frank J. Patti was born on December 15, 1924, at Hammond, Louisiana, in Tangipahoa Parish.

He was educated in the public schools of Louisiana. After graduating from Hammond High School, he enrolled at Southeastern Louisiana College, Hammond, Louisiana.

After serving in the U. S. Army for three years, he returned to Southeastern in June of 1947, where he received a Bachelor of Arts Degree in 1950. In the fall of 1953, he received a Master of Education Degree from Loyola University, New Orleans, Louisiana.

He began his career as a teacher in the Plaquemines Parish Public School System, Plaquemines Parish, Louisiana, in 1950. He served as Acting Principal of Woodlawn High School, Braithwaite, Louisiana, in 1953. During the years of 1954-1966, he worked in the Plaquemines Parish School Board Office as Visiting Teacher, School Lunch Supervisor, Supervisor of Adult Education, in addition to other administrative functions.

In 1966, he became Superintendent of the Plaquemines Parish Independent Schools, a position he currently holds. In addition, he is presently serving as a member of the

House of Representatives in the Louisiana State Legislature.

He is married to Rose Marie Patti. They are the parents of a son, Frank J. Patti, Jr.

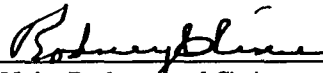
EXAMINATION AND THESIS REPORT

Candidate: Frank J. Patti

Major Field: Education

Title of Thesis: The Life And Work Of Edwin Lewis Stephens

Approved:

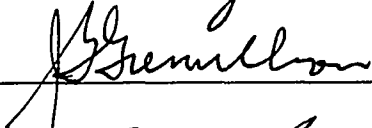

Major Professor and Chairman

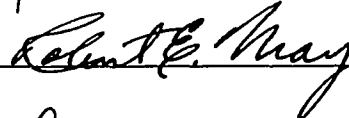

Dean of the Graduate School

EXAMINING COMMITTEE:











Date of Examination:

January 4, 1971